

TEFL with Ticos

Your Guide to Teaching English as a Foreign Language in Costa Rica



By Kevin Klott and Megon Coon
Peace Corps TEFL Volunteers
La Rambla, Costa Rica

Your swear-in ceremony is over and it's time to go to work. During Pre-Service Training, Peace Corps staff impressed upon you the importance of successful integration into your new community. Many volunteers have discovered that starting an English course early in their service is a great way to meet the local people, build essential relationships, and show the community that they're ready to get down to business. After all, Peace Corps Volunteers arrive in the country with one common skill that many Costa Ricans desire: the ability to speak English. But does speaking the language necessarily mean that we can effectively transfer that skill?

We understand that during PST there isn't enough time to cover everything you need to know about TEFL. This is the reason why my wife Megon and I, who are both public school teachers in Alaska, were inspired to create TEFL with Ticos a manual that contains 60 lesson plans, 28 review sheets, and dozens of inexpensive and easy-to-create digital resources. The purpose of this manual is to guide Volunteers who want to teach a beginner-level English class or contribute lesson plan ideas as they work with Costa Rican English teachers.

There are many things to consider as you begin to lay the groundwork for a successful English course. Here are some of the questions we had to ask ourselves:

- Who are we going to teach? Adults? Kids?
- How many people are we going to teach?
- Where and when will the class take place? During the day or at night?
- Does the facility have tables, chairs, chalkboard, bathrooms, electricity?
- What kind of English class will this be? Tourism? Conversational?
- Why do these students need, or even want, to learn English?
- How will we advertise? A flyer? Word of mouth?
- Do we need to pay to use the facility or the electricity?
- How long will each class be? An hour? Hour and a half?
- How long will the course run? A couple months? Our entire service?

While you look over these lesson plans, review sheets and digital resources, it's important to keep in mind that these were developed based on our community's needs. The order in which we taught the lessons was determined by many factors: what our students struggled with, a question in a previous class, or sometimes an upcoming event. The lessons included in this manual and the order in which they are arranged are merely suggestions. We highly encourage you to adapt these lessons to fit your students' needs. Good luck!

Kevin Klott and Megon Coon

Lesson	Topic	Grammar and Functions
1 It's nice to meet you!	Greetings and Goodbyes	Simple present: <i>to be</i> Organizing a basic conversation
2 What do you do? I'm a student.	Names of Professions	Simple present: <i>to be</i> Articles: <i>a/an</i>
3 Charades with Professions	Names of Professions	Simple present: <i>to be</i> Interjections: <i>yes/no</i>
4 Where are you from?	Personal Information	Simple present: <i>to be</i> Questions and short answers
5 How old are you?	Identifying Numbers	Simple present: <i>to be</i> Questions and short answers
6 Do you have any brothers?	Family Members	Simple present: <i>to have</i> Questions and short answers
7 Family Bingo	Family Members	Simple present: <i>to have</i> Formulating questions using <i>do/does</i>
8 Describing Yourself and Others	Physical Characteristics	Simple present: <i>to have</i> Position of adjectives
9 My mother has blue eyes!	Physical Characteristics	Simple present: <i>to have</i> Possessive adjectives
10 I am funny too!	Personality Traits	Simple present: <i>to be</i> and <i>to have</i> Antonyms
11 What is your best friend like?	Physical Characteristics	Simple present: <i>to be</i> and <i>to have</i> Adverbs of degree: <i>very, kind of, and not</i>
12 What does he/she look like?	Parts of the Body	Questions/answers: <i>to be, to have, do/does</i> Descriptive adjectives
13 Making a Monster	Parts of the Body	Questions/answers: <i>to be, to have, do/does</i> Descriptive adjectives
14 Fashion Show!	Clothing and Colors	Articles: <i>a/an</i> Present progressive
15 What do you like?	Daily Routines	Simple present: <i>to like</i> Simple present verbs
16 He likes to make his bed!	Daily Routines	Simple present: <i>to like</i> Positive and negative statements
17 What time is it?	Telling Time and Daily Routines	Questions and short answers Simple present verbs
18 Chubby Charlie's Daily Routine	Telling Time and Daily Routines	Third person singular Simple present verbs
19 I don't cook breakfast!	Telling Time and Daily Routines	Positive and negative statements Simple present verbs
20 How often do you study?	Daily Routines	Questions and short answers Adverbs of frequency
21 When is your birthday?	Months of the Year and Ordinal Numbers	Possessive adjectives
22 I want some food!	Typical Foods	Simple present: <i>to want</i> Count and non-count nouns; <i>some</i> and <i>any</i>
23 What is it made of?	Typical Foods	Count and non-count nouns <i>some</i> and <i>any</i>
24 Ordering Food at a Restaurant	Typical Foods	Organizing a conversation
25 Food Review for Dinner Party	Typical Foods	Prepositions <i>in</i> and <i>on</i>
26 What's different?	Parts of the House	Subject-Verb agreement: <i>There + Be</i> Prepositions <i>in</i> and <i>on</i>
27 Could you repeat that please?	Parts of the House	Subject-Verb agreement: <i>There + Be</i> Descriptive adjectives
28 In, On, Under	School Supplies	Prepositions of place <i>It's</i> vs. <i>It is</i>
29 Where is the school?	Places in a Town	Prepositions of place Questions and short answers
30 This, That, These, and Those	Places in a Town	Demonstrative pronouns Questions and short answers

Lesson	Topic	Grammar and Functions
31 Getting Around Town	Giving/Receiving Directions	Prepositions of place Commands
32 Obstacle Course	Giving/Receiving Directions	Prepositions of place Commands
33 Where can I find a doctor?	Giving/Receiving Directions	Articles: <i>a/an</i> Questions and short answers
34 People Taking Action	Present Progressive Introduction	Action verbs Spelling of <i>-ing</i>
35 What's the message?	Making Statements	Descriptive Adjectives Gerunds as the subjects of sentences
36 Getting out of Town	Modes of Transportation	Simple present and present progressive Questions and short answers
37 All Aboard!	Modes of Transportation	Using numbers to count money Questions and Short Answers
38 How much does it cost?	Goods and Services	Simple present: <i>to have</i> Questions and short answers
39 How do you feel?	Feelings and Emotions	Object pronouns Gerunds as the subjects of sentences
40 I love going to the beach!	Feelings and Emotions	Simple present: <i>to do</i> Gerunds to state likes and dislikes
41 Do you like learning? Why?	Feelings and Emotions	Object pronouns; <i>It vs. It's</i> Adverb clauses and compound sentences
42 Learning makes me happy.	Feelings and Emotions	Object pronouns Gerunds as the subjects of sentences
43 Three Truths and a Lie	Feelings and Emotions	<i>It vs. It's</i> ; likes and dislikes True and false statements
44 What's the weather like?	Weather Conditions	Adverbs of frequency Simple present and present progressive
45 Making Weather Predictions	Weather Conditions	Modal (future tense): <i>will be</i> Future time words: <i>next week, tomorrow</i>
46 I love the mountains!	Geography of Costa Rica	Subject-Verb agreement: <i>There + Be</i> Questions and short answers
47 Costa Rica's Providences	Geography of Costa Rica	Subject-Verb agreement: <i>There + Be</i> Expressions of quantity & proximity
48 Who am I?	Animals of Costa Rica	Verbs and descriptive adjectives Questions and short answers
49 Where do they live?	Animals of Costa Rica	Verbs and descriptive adjectives Questions and short answers
50 Organism Poems	Animals of Costa Rica	Poetry Adjective + noun + verb + connector
51 Sloths are slower than monkeys!	Animals of Costa Rica	Comparative adjectives Comparative conjugations
52 She is shorter than me!	Describing People's Physical Characteristics	Simple present: <i>to have</i> and <i>to be</i> Comparative form
53 Opposing Viewpoints	Class Debates	Comparative adjectives Comparative conjugations
54 Setting Class Records	Describing Real-Life Situations	Superlative form Irregular adjectives (good, better, best)
55 How do you spell it?	The Alphabet	Questions and short answers
56 Where in the world?	Nationalities and Personal Identification	Simple present: <i>to be</i> and <i>to have</i> Questions and short answers
57 I am going to study!	Future Time	Simple future: <i>will</i> and <i>be going to</i> Contractions with pronouns
58 Prediction, Plan or Willingness?	Future Time	Simple future: <i>will vs. be going to</i> Contractions with pronouns
59 What are you going to do today?	Future Time	Simple future: <i>will</i> and <i>be going to</i> Questions and short answers
60 What will you do after class?	Future Time	Simple future: <i>will</i> and <i>be going to</i> Expressing future in time clauses

Lesson Plans

Sixty 4MAT Lesson Plans for a beginner-level English course



Lesson 1
It's nice to meet you!

		Materials	Time
OBJECTIVES: students will be able to...	<ul style="list-style-type: none"> -Introduce themselves -Ask someone's name and how they are doing -Organize and participate in a basic conversation -Appropriately say goodbye 		
KEY VOCABULARY	See Lesson 1-2 Review Sheet		
MOTIVATION	<ul style="list-style-type: none"> -On the board, write in two alternating colors: What is your name? My name is _____. It's nice to meet you, _____. It's nice to meet you too. -Practice saying these phrases with the group. -Get group in a circle and toss the ball around, having each person answer and ask the question, and say "It's nice to meet you." 	Ball	10 min.
INFORMATION	<ul style="list-style-type: none"> -On the board, hang 4 illustrations: morning, afternoon, evening and night. Write the names of the times of day over each illustration. -Hang greetings underneath the appropriate times of day they can be used. Put hello, hey and hi in a separate area to show that they can be used at any time of day. -Practice saying the greetings to the students and having them respond. -Write How are you? On the board and hang the emotions faces underneath. -Model each emotion as you ask, "How are you?" and reply, "I'm great," "I'm well," etc. -Mention that "I'm" means the same thing as "I am." -Write thanks and thank you on the board below. Have students practice by turning to a partner and asking how they are and responding. -Write goodbye, bye, see you later, and good night on the board and practice pronunciation. 	4 time of day illustrations (Greetings.pdf) Slips of paper with greetings: <i>good morning,</i> <i>good afternoon,</i> <i>good evening,</i> <i>hello, hi, hey.</i> 4 emotions smiley faces: <i>great, well, fine</i> <i>and okay.</i> (Greetings.pdf)	15 min.
PRACTICE	<ul style="list-style-type: none"> -Demonstrate on the board how to put in order a conversation that is cut into strips. -Class, split into two groups, practices reading the conversation. -Partners work together to put in order conversations on slips that they find in envelopes. -When the partners are finished ordering their conversations, the teacher checks them and has them glue the conversation to a separate sheet paper. -Partners practice and present their conversations to the class. 	conversation strips on paper (Greetings.pdf) Envelopes Glue Separate ½ sheets of paper	20 min.
APPLICATION	<ul style="list-style-type: none"> -Lined up on two sides of the room and walking up to the partner in front of them, students practice having a quick conversation in passing, using the phrases they learned earlier. -Change up the physical contact the students use: handshake, fist bump, high five, wave, etc. 		10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 2
What do you do? I'm a student.

		Materials	Time
OBJECTIVES: students will be able to...	-Identify the names of professions in English -ask and respond to the question, "What do you do?" -Use the verb TO BE in the present tense in conjunction with professions		1 hour
KEY VOCABULARY	See Lesson 1-2 Review Sheet		
MOTIVATION	-Greet students at the door and ask, "What is your name?" to give them their nametag. -Review the question "How are you?" and the possible answers: good, well, fine, and okay. -Have students form a circle and pass the ball asking and responding to "How are you?"	Smiley face emotion cards (Greetings.pdf) Ball	10 min.
INFORMATION	-Write What do you do? on the board. Show the students the illustrations of the professions and hang them up one by one, asking them "What does he/she do?" each time. Write the name of each profession below. -Hang the TO BE verb chart and teach the verb in conjunction with the professions, writing sentences and practicing pronunciation.	Professions.pdf Verb Charts.pdf	25 min.
PRACTICE	-Hand out pairs of cards with professions written on them. Have students search for the person with the same profession on the card, asking, "What do you do?" and replying, "I am a ____." -Partners locate the illustration depicting the profession on their card (hanging somewhere around the room) and stand under it. -One by one, the pairs say in unison "We are ____." The class replies, "They are ____."	Pairs of profession cards	15 min.
APPLICATION	-Hand out the week's review sheet, go over it, and have volunteers present the conversation in front of the class.	Review sheet for the week	5 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 3 Charades with Professions

		Materials	Time
OBJECTIVES: students will be able to...	-Utilize professions and the phrase "What do you do?" in a conversation -Use common interjections in context		1 hour
KEY VOCABULARY	See Lesson 3-4 Review Sheet		
MOTIVATION	-Ask "What does he/she do?" as you flip through the professions illustrations. Write the name of each profession on the board. -Ask "Who is a _____?" of the class with each profession. On the board, write we are and all of the class' professions underneath. -Do a ball toss in the circle asking "What do you do?" and answering.	Professions.pdf	15 min.
INFORMATION	-Ask students what they do and comment with an interjection. -Write the interjections on the board and elicit their translations. Practice pronunciation. On the board write up a checklist of all of the parts of a conversation that have already been taught: greetings, How are you?, What is your name?, What do you do?, interjections, and goodbyes. -Have the class help you write a conversation between the professionals in two photographs. Double-check the checklist to make sure that all of the areas have been covered in the conversation. -Have the class practice reading the conversation.	Professions.pdf	15 min.
PRACTICE	-Pass out professions photos to each student. -Students pair up according to the background color of the photo. -In partners, students write out a conversation in 2 colors to be presented to the class. -Partners practice and present the conversations.	profession magazine photos Paper for each pair Colored pencils	15 min.
APPLICATION	-Write the question What does he/she do? on the board. Below, write He/She is a _____ . Then write Yes, I am a _____! -Students play team charades with the professions. To play, split the class into two teams. Put a set of slips of paper with professions on them in front of each team. When the teacher says, "Go!" one student from each team runs to the front, grabs a slip of paper randomly and acts it out (no speaking) to their team. Teammates must say, "He is a doctor!" to guess correctly. The actor must say, "Yes, I am a doctor!" Then the actor tags a new actor and becomes a guesser. The team to get through all of their words first wins.	Slips of paper with professions for charades	10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 4
Where are you from?

		Materials	Time
OBJECTIVES: students will be able to...	-Use the verb TO BE in the present tense to describe where they and others are from -Ask and answer the question "Where are you from?"		1 hour
KEY VOCABULARY	See Lesson 3-4 Review Sheet		
MOTIVATION	-Play team charades with the professions using the phrases "You are a doctor!" and "Yes, I am a doctor!"	Charades slips for 2 teams	5 min.
INFORMATION	-Write the question Where are you from? on the board. Underneath, hang a Costa Rican map with a string leading outwards from each province. Write the names of all of the different provinces at the end of the strings with plenty of room underneath. -Students write their name under the province on the board. -Write sentences on the board describing where people are from using the verb TO BE.	Costa Rican map String Slips of paper Tape	5 min.
PRACTICE	-Province by province, students stand up and say "We are from _____. " The remaining students reply, "You all are from _____. "		5 min.
APPLICATION	-Students interview partners using the questions "What is your name?" "What do you do?" and "Where are you from?" and write the answers. -Students present their partners to the class saying "He is José. He is a farmer. He is from San José."	Partner interview.pdf	35 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 5

How old are you?

		Materials	Time
OBJECTIVES: students will be able to...	-Count from 1 to 20 -Identify numbers from 0-1,000,000 -Ask and answer the question "How old are you?"		1 hour
KEY VOCABULARY	See Lesson 5-6 Review Sheet		
MOTIVATION	-Explain the "10 circles" game. On the ground, draw 10 large circles labeled 1-10 in chalk. Students walk around from circle to circle and count to 10 aloud. At 10, all students must be in a numbered circle the teacher calls a number 1-10 randomly. Students on that numbered circle come to the center and play continues. Students in center are freed when an unoccupied number is called.	sidewalk chalk	10 min.
INFORMATION	-With the numbers 0-20, 30, 40, 50, 60, 70, 80, 90, 100, 1,000, and 1,000,000 written on the board next to their spellings, practice the pronunciation of each number. -Explain how intermediate numbers (63, 49, etc.) are formed and practice with a few examples on the board.		15 min.
PRACTICE	-Pass out a small whiteboard, marker, and rag to pairs or groups of three. The members of each group take turns writing the number (numeral) that the teacher calls out. For example, the teacher calls "seventy-two" and the students write "72" on the whiteboards. On the count of three, all groups hold up their whiteboards to be checked. -Write the question "How old are you?" on the board followed by the answer, "I am ____ years old." or "I am ____." -Have students practice the pronunciation and demonstrate how one's age should be inserted into the blank. -Model how one student in each group should turn to the person on their left and ask "How old are you?" and how the person on their left should respond. -Each person in the group should ask and respond to the question in a clockwise fashion.	whiteboards markers erasers	20 min.
APPLICATION	-Review the 5 questions and possible answers that have been studied so far: 1) What is your name? 2) How are you? 3) What do you do? 4) Where are you from? 5) How old are you? -Students line up in two rows standing face to face. -Each student receives a card with one of the 5 questions written on it. -Students in one of the lines should go first. (All of the students with their backs to the chalkboard, for example.) They read their card to the partner in front of them. Their partner responds, then asks the question on their card. The first partner then responds. -Signal that it is time to switch. Partners exchange cards and everyone in one of the lines takes one step to their left, finding a new partner there and repeating the sequence. -Follow this pattern for 5-10 cycles or until students are able to ask and answer all of the questions with ease.		10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 6
Do you have any brothers?

		Materials	Time
OBJECTIVES: students will be able to...	-Identify members of the family in English both orally and written -Ask and answer the question "Do you have any (brothers? sisters? grandparents?)"		1 hour
KEY VOCABULARY	See Lesson 5-6 Review Sheet.		
MOTIVATION	-Show students a simple drawing of your family and tell them to draw their own. They should not yet label their families, just draw them.	Blank paper	10 min.
INFORMATION	-Using family member pictures or illustrations, tape them one by one to the board and explain what relation they are to you to the class. "This is my sister, this is my stepfather..." Label each person's relationship to you as you go (we had the words already written out on cardstock to tape up). -Students should practice pronunciation, then label their family members on their drawings.	family member illustrations or pictures family member labels tape	20 min.
PRACTICE	-Write the question "Do you have any <u>brothers</u> ?" on the board. Write down and model the possible answers: "Yes, I have # <u>brother(s)</u> ." or "No, I don't have any <u>brother(s)</u> . -Practice with a few more similar questions. -Write three questions on the board: 1) Do you have any sisters? 2) Do you have any children? 3) Do you have any great-grandmothers? -Students should turn their family drawings over and answer the three questions on the back.	TO HAVE chart (Verb charts.pdf)	15 min.
APPLICATION	-Students line up in two lines facing one another about 4 feet apart. -One line starts and asks the first question, "Do you have any sisters?" of the partner in front of them. The partner responds, either "Yes, I have # sister(s). or "No, I don't have any sisters. (I had the questions written on the board so they could read them off to their partners instead of copying them onto their paper.) -Repeat with the second and third questions. -Have the students exchange places and roles with their partner. Now the second partner asks the same questions and the first partner responds.		10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 7
Family Bingo

		Materials	Time
OBJECTIVES: students will be able to...	-Use DO and DOES to formulate questions about numbers of classmates' family members. -Answer questions about their own family.		1 hour
KEY VOCABULARY	See Lesson 7-8 Review Sheet.		
MOTIVATION	-In a circle, pass the ball and ask "Do you have any siblings?" Students must answer "Yes, I have ____ siblings," or "No, I don't have any siblings."	ball	5 min.
INFORMATION	-Write 6 statements about your family using all forms of TO HAVE (I have 3 brothers. She has a grandfather). Label these as statements. -Draw an arrow and transform these statements into questions. Use DO and DOES and question marks on brightly-colored cards to show how easily statements change into questions. -Show Bingo card format on the board: <ul style="list-style-type: none"> • Do you have 3 brothers? <ul style="list-style-type: none"> -Yes, I have 3 brothers. -No, I don't have 3 brothers. -When students find a Bingo – i.e. a person with 3 brothers – they will ask the person, "What is your name?" and write it in the box.		15 min.
PRACTICE	- Family Bingo	Family Bingo.pdf	15 min.
APPLICATION	-One by one, students read off one sentence of choice from their Bingo card. -Ex: Maria has 3 brothers.		20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 8

Describing Yourself and Others

		Materials	Time
OBJECTIVES: students will be able to...	-Make statements about oneself using adjectives of physical descriptions and the verbs TO BE and TO HAVE. -Ask questions of others.		1 hour
KEY VOCABULARY	See Lesson 7-8 Review Sheet.		
MOTIVATION	-Tell students to draw a quick self-portrait (full body). Think about hair color, eye color, height, etc. Are you tall? Do you have brown hair? Blue eyes?	Paper, markers	5 min.
INFORMATION	-Use pictures and write names of the adjectives they represent next to them. Put the adjectives used with TO BE on one side of the board and those used with TO HAVE on the other. -Write each characteristic in I form (I am pretty. I have blue eyes.)	physical characteristics.pdf TO BE and TO HAVE charts (Verb charts.pdf)	20 min.
PRACTICE	-Tell students to turn paper over and write 5 sentences about themselves. Students then turn to a partner and share.		15 min.
APPLICATION	-Teach the questions and responses: Do you have __ ? Yes, I do __ or No, I don't. Are you __? Yes I am __ or No, I am not __ -Play Guess Who in groups of 2-3 per team. To play, 2 students sit face-to-face with a barrier between them. Each student receives a set of Guess Who pictures and spreads them out in front of him/herself. Each student chooses a secret identity and stands that picture upright against the barrier. Students take turns asking yes or no questions about the other's identity. -For example, Student 1 asks: "Do you have brown hair?" and Student 2 responds, "No, I don't." Student 1 then turns over all people with brown hair, eliminating them because they couldn't possibly be the secret identity. The first person to correctly guess the other's identity ("Are you Peter?") wins.	Guess Who Characters.pdf Barriers	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 9

My mother has blue eyes!

		Materials	Time
OBJECTIVES: students will be able to...	-Use possessive adjectives in sentences -Describe family members using physical characteristics		1 hour
KEY VOCABULARY	See Lesson 9 Review Sheet		
MOTIVATION	-Quickly review the physical characteristics previously studied, eliciting the students' help in naming them with their opposite, if one exists. -In each corner of the room, place a sign with physical characteristic written on it. For example, blonde hair, brown hair, grey hair, and black hair. -Have students stand under the characteristic that most accurately describes them. Group by group, the students call out their characteristic, "WE HAVE BROWN HAIR!" and the other groups repeat back, "THEY HAVE BROWN HAIR!!" -Once each group has a turn, change the signs to different characteristics, have the students again find the one that fits them best, and repeat. -Use a variety of characteristics so that the students practice saying "We have _____" and "We are _____."	physical characteristics. pdf. Signs with characteristics	10 min.
INFORMATION	-Present the possessive pronouns to the class and practice pronunciation. -Write a few examples of their usage on the board in conjunction with family members, introductions, age, and physical characteristics: <i>My mother is from Costa Rica.</i> <i>Your sister is twenty-two.</i> <i>His daughters are short.</i> <i>Her cousins have blue eyes.</i> <i>Our father is a doctor.</i> <i>Your aunt has brown hair.</i> <i>Their son is five.</i>		10 min.
PRACTICE	-Have the students stand in a circle. One student should start with the ball and say "My name is _____" and pass the ball to their left. The person on the left points back to that person and says "His/her name is _____. My name is _____" and passes the ball once again to the left. Follow this sequence until everyone has spoken. -With the students still in a circle, the teacher should now stand in the middle. The teacher starts with the ball. -The teacher makes a statement using <i>my</i> , such as "My mother is tall," then passes the ball to a student. The student says back to the teacher, "Your mother is tall," and then makes a statement about their mother, either "My mother is tall <i>too</i> " or "My mother is short." -The student tosses the ball back to the teacher and the teacher repeats the sequence with a different statement and a different student. <i>(Note: if you have 2 teachers, you can split the group into two smaller circles and have each teacher lead an activity and then switch groups.)</i>	ball	15 min.
APPLICATION	-In groups of 3-5 back at their tables, students receive an envelope filled with 5 sentences cut into individual words and all mixed up. The sentences should all begin with a possessive pronoun, include a family member, and use either TO BE or TO HAVE. -The groups dump out the words and work together to re-arrange them into correct sentences (there should be many correct options here). When they have 5 complete sentences, they raise their hands as a group. They must then (together) read the sentences aloud to the teacher. If all sentences are grammatically correct, the teacher collects that envelope and gives them a new one to work on. -The group at the end having completed the most envelopes is declared the winner.	Envelopes (one per group plus a few extras) cut-up sentences	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 11
What is your best friend like?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe people's personalities and physical characteristics. -Use adverbs of degree (<i>very</i> , <i>kind of</i> , and <i>not</i>) in sentences -Ask and answer the questions "What is he/she like?" and "What does he/she look like?"		1 hour
KEY VOCABULARY	See Lesson 10-11 Review Sheet.		
MOTIVATION	-Show students a sketch of your best friend. Students draw a picture of their best friend.	Paper and pencils	5 min.
INFORMATION	-Introduce the question "What does _____ look like?" and get the students to elicit the possible physical characteristics, divided into characteristics that use TO BE and those that use TO HAVE. -Introduce the question "What is _____ like?" and get students to elicit all of the personality adjectives they've learned. -Ask the question "What do I look like?" and have the class describe you physically. Then ask the question "What am I like?" and have them respond. -Teach <i>very</i> , <i>kind of</i> , and <i>not</i> and how to use them in context.	TO BE and TO HAVE charts (Verb charts.pdf) physical characteristics.pdf	15 min.
PRACTICE	-On the back of their best friend drawings, students should write the following questions and answers about that friend. (Guide their responses.) 1. What is his/her name? (His/her name is __.) 2. Where is he/she from? (He/she is from __.) 3. What does he/she do? (He/she is a ____.) 4. How old is he/she? (He/she is ____.) 5. What does he/she look like? (He/she is _____. He/she has _____.) 6. What is he/she like? (He/she is ____.)		15 min.
APPLICATION	-Show a large example of the Me/My best friend card to the class. Use a student as a partner and demonstrate how students must ask the questions "What are you like?" and "What do you look like?" Model an unsuccessful search for a friend and a successful search. -Students search for their "best friends," someone whose personality and physical characteristics (on the card) match those of their "best friend" listed on the card. Matches sit and practice reciting their friend's characteristics. -If there is time at the end, pairs should stand up and present their "best friend" to the class, reading off his/her characteristics.	best friend cards.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 10
I am funny too!

		Materials	Time
OBJECTIVES: students will be able to...	-Use personality adjectives in sentences to describe themselves		1 hour
KEY VOCABULARY	See Lesson 10-11 Review Sheet.		
MOTIVATION	-Pass out the envelope Scrambled Sentences activity to review possessive pronouns and physical characteristics.	Envelopes with cut-up sentences	10 min.
INFORMATION	-Act out each personality trait, write it on the board, pronounce it, and show a picture. Once all of the words have been presented, teach the word "opposite." Say a personality characteristic and have the students name its opposite.	personality skit.pdf personality pictures.pdf	20 min.
PRACTICE	-In a circle of chairs with one fewer than the number of students (or a circle of small Xs on the floor), one student stands in the middle and says a personality characteristic that he/she possesses, "I am _____." Students that share that trait should say "I am _____ too!" as they run to find a new open spot. -The student without a spot becomes the new "speaker" in the middle.	Tape	15 min.
APPLICATION	-Write a list of internationally famous people on the board. Choose one student to come up to the board and close their eyes. Select (without that person seeing) one of the people on the list and show it to the rest of the class. The class must give that student descriptive clues to try to identify him/her. The guesser has 3 chances to identify the chosen person. Once the person is revealed, the guesser should pick a new guesser and return to his/her seat. • "He is tall." • "He has short brown hair." • "He is brave!" • "He is handsome!" • "He is intelligent!" <i>Is he Superman? YES!</i>	List of internationally famous people	10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 12
What does he/she look like?

		Materials	Time
OBJECTIVES: students will be able to...	-Identify parts of the face -Describe a person's face using descriptive adjectives		1 hour
KEY VOCABULARY	See Lesson 12-13 Review Sheet.		
MOTIVATION	-Ask Students "What does he look like?" Show them a Guess Who character's face. Write their descriptions on the board. -Do again with a face of the opposite gender.	Guess Who Characters.pdf	5 min.
INFORMATION	-Draw a face on the board. Ask students what parts of the face they already know. Have them come to the board with pre-made labels. Have class repeat the pronunciation. Go through all parts of the face. Ask Students if the parts are: BIG, SMALL, FAT, LONG, or SHORT. -Write those on the board, too. Have students stand up and practice by touching parts of their face.	Labeled parts of the face on card stock	20 min.
PRACTICE	-Each student starts with a blank piece of paper. Have students write their name in the corner. -Students draw each part of face as teacher says it. Students pass their papers to the left. Repeat. -After all parts of the face are drawn, students return papers to their owners.	Blank or scrap paper Draw Face.pdf	15 min.
APPLICATION	-In pairs, students receive a Guess Who character to describe in a paragraph (at least 5 sentences). Students aren't allowed to show the person to other groups. -Collect Guess Who characters and display them on the board (on tables too for students sitting far from the board). Pairs read their sentences aloud and students guess which character they describe.	Guess Who characters.pdf Half sheets of paper	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 13
Making a Monster

		Materials	Time
OBJECTIVES: students will be able to...	-Identify body parts and describe them with adjectives. -Describe people's bodies.		1 hour
KEY VOCABULARY	See Lesson 12-13 Review Sheet.		
MOTIVATION	-Distribute face labels to groups. Groups should determine how it is pronounced and its correct location on the face. Groups send volunteers to the board with labels. -One by one, volunteers pronounce the word and the class repeats. Volunteers then tape the label to the appropriate place on the face that is drawn on the board.	Parts of the face labels tape	5 min.
INFORMATION	-Teacher draws a body on the board. Teach body parts (eliciting knowledge first), using labels and the body on the board. Have students practice pronouncing the words by repeating after the teacher.	Parts of the body labels	20 min.
PRACTICE	-Even groups of students form straight lines. One student from each team is chosen as the model. The model stands about 10 feet in front of their team's lines. -One by one, students grab a body part label and a piece of tape. Students tape it to their team's model. Teammates may say only "yes" or "no" to guide the person with tape. -After taping the label to the model, the student returns to team and tags the next person. The first team to completely label the model wins. -Have students repeat the pronunciation of each body part to make sure each label is in the correct location.	Parts of the body and face labels tape	15 min.
APPLICATION	-In groups of 3-4, Students receive a blank piece of paper, markers to color, and a list of body parts that "our monster has." Students have 8 minutes to draw that monster. They must use every part on the list. Ex: Our monster has: 1. three eyes; 2. two hands; 3. four arms. -Groups present their monster by taking turns to read aloud. "Our monster has _____ and _____."	paper, pencils, markers Sets of monster characteristics	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 14
Fashion Show!

		Materials	Time
OBJECTIVES: students will be able to...	-Identify clothing and colors. -Describe what they and others are wearing		1 hour
KEY VOCABULARY	See Lesson 14 Review Sheet.		
MOTIVATION	-Play People to People to get students thinking about body part vocabulary again. Students form a circle in a large open area and stand next to a partner. -The teacher calls, "head to shoulder" and pairs must put one of their shoulders to the other one's head. Repeat with different body parts. -Call "people to people" once in a while and students find different partner.		10 min.
INFORMATION	-Put on a fashion show with some students dressed in crazy outfits parade around room as teacher comments, "On her neck, Maria is wearing a necklace." As the teacher says the item, models point to that piece of clothing. -When all vocabulary is introduced, describe the vocabulary piece by piece and write it on the board. -Be sure to describe color of the clothing.	Articles of clothing	20 min.
PRACTICE	-Have volunteer students stand and have the class describe their clothing, "What is he/she wearing?" as a group. -Write the generated sentences on the board.		10 min.
APPLICATION	-Pair students up. Students receive paper with a Venn diagram. In pairs, students fill in the 3 parts of the diagram: What one partner is wearing, what the other is wearing, and what they are both wearing. -Present to the class.	Venn diagram.pdf	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 15
What do you like?

		Materials	Time
OBJECTIVES: students will be able to...	-Use the verb TO LIKE in the present tense to describe the activities they like to do. -Use verbs in the infinitive form in conjunction with TO LIKE.		1 hour
KEY VOCABULARY	See Lesson 15-16 Review Sheet.		
MOTIVATION	- In a circle, students greet others in the circle by passing them the beach ball and saying "Hi ____! It's nice to see you." And the reply: "It's nice to see you too!"	beach ball	5 min.
INFORMATION	- Using pictures and motions, teach a list of verbs and practice pronunciation. Write sentences using TO LIKE, the new verbs, and all of the personal pronouns.	verb flashcards.pdf TO LIKE chart	15 min.
PRACTICE	- Have students line up in two lines facing one another about 2 meters apart. Ask the question, "Who likes to swim?" Students who like to swim step to the middle and on 3 say, "I like to swim!" -Then students step back to the line. Repeat with another question.	tape	15 min.
APPLICATION	- In groups of 4, complete the sheet labeled "All of us like to ..." by making statements like, "I like to cook," and then asking, "Do you all like to cook?" Group members answer yes or no and the verb goes in the appropriate section on the paper. -Afterwards, groups present the verbs that all members like to do. Model the activity with one group before the application begins.	All of us like to.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 16
He likes to make his bed!

		Materials	Time
OBJECTIVES: students will be able to...	-Form positive and negative sentences by using people's daily routines.		1 hour
KEY VOCABULARY	See Lesson 15-16 Review Sheet.		
MOTIVATION	-Teach "thank you" and "you're welcome" with a race. Two teams make a line and pass a ball from one person to the next, saying thank you (when they receive the ball) and you're welcome (when they pass it). If said wrong, the ball goes back to the start of the line. -The team whose ball reaches the end first wins.		5 min.
INFORMATION	-Present new daily routine verbs (see verbs folder) by using pictures and actions, and asking the question "Do you like to ____?" -Write some positive and negative sentences for students to practice pronouncing. <div style="display: flex; justify-content: space-between;"> <div> <u>Positive (+)</u> I like to <u>cook breakfast</u>. You like to <u>eat dinner</u>. He likes to <u>go to school</u>. She likes to <u>work</u>. We like to <u>play soccer</u>. You all like to <u>relax</u>. They like to <u>mop the floor</u>. </div> <div> <u>Negative (-)</u> I don't like to ____ You don't like to ____ He doesn't like to ____ She doesn't like to ____ We don't like to ____ You all don't like to ____ They don't like to ____ </div> </div>	Verb flashcards.pdf	20 min.
PRACTICE	-Play team charades with sentences: "You like to wash the dishes!" "You don't like to drive to work!" Encourage the students to show lots of emotion when they act!		15 min.
APPLICATION	-In groups of 2-3, students get 1 normal die, 1 die made of paper with (+) and (-) signs, and a stack of verb flash cards. One at a time, students roll both dice and draw a flashcard to form a sentence. -On a poster write the following: 1 = I 2 = You 3 = He/She 4 = We 5 = You all 6 = They (+) = like to (-) = don't/doesn't like to -Ex: (4) on one die and (+) on the other plus the verb "wash the dishes" should be written as: <u>We like to wash the dishes</u> . -Students take turns rolling and writing. Have each team share 1 sentence with the class.	Dice (amount depends on class size) Paper dice Dice Chart.pdf	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 17
What time is it?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe their daily schedule in simple present tense using time.		1 hour
KEY VOCABULARY	See Lesson 17-18 Review Sheet.		
MOTIVATION	-On the board draw a large clock without numbers. Teach the word "clock" and have students call out numbers as you fill in the numbers for all of the minutes around the clock (1-60). -Then fill in 1-12 for the hours on the clock face.	chalk	10 min.
INFORMATION	-Teach the word "hand" and draw a short (hour) and long (minute) hand on the big clock at 2:00. Teach the phrase, "It's 2 o'clock." in response to "What time is it?" Repeat with other o'clock times. Draw a few and ask students what time it is. -Next teach :15, :30, and :45 and practice, then other in between times. List other ways to say time, such as "10 to 3," "It's a quarter to 3," "It's quarter after 3;" a.m., p.m., in the afternoon and in the morning.	chalk	15 min.
PRACTICE	-Pass clocks out to pairs. Teacher says times and students take turns drawing the hands on the clock with dry erase markers. Then have one partner draw a mystery time and ask the partner "What time is it?" and the partner says what time the clock shows.	homemade clocks dry erase markers	15 min.
APPLICATION	-Write the phrases: <u>wake up at 6 o'clock a.m.</u> ; <u>eat breakfast at 6:00 in the morning</u> . Point out that to use simple present tense they only have to put "I" in front of the verb. Write 10-15 daily activities on the board. Students title their page, "My daily routine." They must choose at least 6 things they do from the list and write them in other sentences: <ul style="list-style-type: none"> • I wake up at 5:00 in the morning. • I take a shower at 5:30. • I brush my teeth at 5:30. -In pairs, students take turns reading aloud.	Scrap paper	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 18
Chubby Charlie's Daily Routine

		Materials	Time
OBJECTIVES: students will be able to...	-Create sentences using the third-person singular in simple present tense. -Arrange a daily routine in sequential order.		1 hour
KEY VOCABULARY	See Lesson 17-18 Review Sheet.		
MOTIVATION	-Circle Pass: Students stand in a circle and pass clocks with times already drawn on them. As they pass the clock, they must say the time to their neighbor. If they don't know what time the clock shows, they can look on the back of the clock where the words are written and read it: "It's 7 o'clock."	Homemade clocks	5 min.
INFORMATION	-Teach days of the week and everyday, weekday and weekend. Teach how verbs in simple present tense are constant for I/you/we/you all/and they. -Change for he/she. -Do some examples by using the verb conjugation chart.	Days of the week flashcards	15 min.
PRACTICE	-Write sentences on the board in "I" form. Class changes them to the "he/she" form. -Before reading, ask students to listen for what the text is about.		15 min.
APPLICATION	-Read Chubby Charlie's daily routine. Ask the question, "What is this about? Who is this about?" Then read it a second time. Ask for students to recall specific details and events that Chubby Charlie does. -Read a third time and have the story cut into strips so each student receives one piece. Students put themselves (and the daily routine) in order. Read aloud. -If there is time at the end, have them change the story to the "I" form and read aloud.	Chubby Charlie's daily routine.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 19
I don't cook breakfast!

		Materials	Time
OBJECTIVES: students will be able to...	-Identify, write and say positive and negative sentences about people's daily routines.		1 hour
KEY VOCABULARY	See Lesson 19 Review Sheet.		
MOTIVATION	-Pass out verb picture cards to half of the class and written verb cards to the other half (make sure they match). Students stand up and find their match (picture with word) and stand along the wall with their partner. -One by one, pairs call out the sentence they represent: "We wake up!" The rest of the students call back, "They wake up!"	Verb flashcards.pdf	5 min.
INFORMATION	-Teacher shows a picture card and has students make a positive sentence using the pronoun "I." Repeat with all other pronouns and different verbs. -Label this column of sentences "Positive statements (+)" and create a new column named "negative statements (-)." -Have students help you change them to negative, adding don't or doesn't. Practice pronunciation. -Ex: I cook breakfast. /I don't cook breakfast.	Verb flashcards.pdf	20 min.
PRACTICE	-A daily routine is already written on board in I form written by the teacher. Read through it with the class. -Rewrite it from the class' perspective: she/he instead of I. Change all pronouns and verbs appropriately. Practice pronunciation.		15 min.
APPLICATION	-In pairs, students write a routine including at least 3 positive and 3 negative sentences. In front of class, one partner acts and the other reads aloud.	Scrap paper	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 20
How often do you study?

		Materials	Time
OBJECTIVES: students will be able to...	-Use adverbs of frequency in simple present tense.		1 hour
KEY VOCABULARY	See Lesson 20 Review Sheet.		
MOTIVATION	-To practice daily routines, teach a simple jazz chant about daily routines.	jazz chant (review sheet)	5 min.
INFORMATION	<p>-Teach a few new verbs by posting pictures to illustrate them: 1) watch TV; 2) play sports; 3) ride your bike; 4) use a computer.</p> <p>-Draw a continuum of frequency and label different parts with adverbs of frequency: <i>never (0%), almost never (10%), sometimes (50%), often, usually (%70) almost always (%90) and always (100%).</i></p> <p>-You also might want to teach: every day, every morning, every afternoon, and every night</p> <p>-Write sentences to show where the adverbs of frequency fit in present tense sentences. Also teach the question, "How often do you ____?"</p>	<p>Verb flashcards.pdf</p> <p>Adverbs of frequency written on separate pieces of paper</p>	20 min.
PRACTICE	<p>-Note: Teacher has pre-made sentences, each word on separate half-sheets of paper. Each sentence and adverb should be its own color. For example, in "I often brush my teeth," words I brush my teeth are in red, but adverb of frequency is green to help it stand out.</p> <p>-Give volunteers a mixed-up sentence and have them stand in front of the class. The seated students must guide them to put the sentence in order. Once it's correct, have students read it as a group. Repeat with different sentences.</p>	Pre-made sentences	15 min.
APPLICATION	<p>-Write the following questions on the board:</p> <ul style="list-style-type: none"> • What is his/her name? • Where is he/she from? • How old is he/she? • What does he/she do? • What does he/she like to do? • What does he/she always do? • What does he/she never do? • What does he/she sometimes do? <p>-Hand out pictures of people to pairs and have them imaginatively answer them in complete sentences. Present to the class.</p>	<p>Paper</p> <p>Pictures of people from magazines or newspapers</p>	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 21
When is your birthday?

		Materials	Time
OBJECTIVES: students will be able to...	-Recall the months of the year and say the days of the month in ordinal form.		1 hour
KEY VOCABULARY	See Lesson 21-23 Review Sheet		
MOTIVATION	-Before students enter classroom, get their birthdays as they sign the attendance sheet. -With the lyrics to Happy Birthday on the board, sing happy birthday as a group and discuss any unknown words.		5 min.
INFORMATION	-Teacher hands out number cards 1-5 to five students. The students get in numerical order. Then tell them the first student is "first." Write on board and practice pronunciation. Go through to fifth, then ask "Who is second, fourth," etc. -Those students remain and add new students with 6-10. Repeat. Then 11-20. -Teach all of the abbreviations 1 st -20 th . Teach 21 st and 22 nd , then have students try to figure out 23-31.	Construction paper, markers	20 min.
PRACTICE	-Have students line up in birthday order using only English and asking, "When is your birthday?" "My birthday is April 13 th ." To check the order, have students say their birthday aloud.		15 min.
APPLICATION	-Give students a half sheet of paper and ask them to interview as many people as possible in 5 minutes about their birthday, taking notes on the paper. Put students in teams and ask groups "Whose birthday is _____?" "or "When is Miguel's birthday?" -Teams that answer correctly get a point. Teacher uses attendance sheet as cheat sheet.	Scrap paper	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 22
I want some food!

		Materials	Time
OBJECTIVES: students will be able to...	-Describe the foods they want or would like to eat and know how to use count and non-count nouns correctly in sentences.		1 hour
KEY VOCABULARY	See Lesson 21-23 Review Sheet		
MOTIVATION	-Play Who am I? game. To play, a different picture of a food to be studied is taped onto each student's back. Without speaking, students must help one another learn their food's identity. Give about 3 minutes and have them reveal their foods.	Food Pictures	5 min.
INFORMATION	-With the board divided in two parts (for count and non-count nouns), teach the foods one by one, showing the picture, pronouncing, and placing on the board on the appropriate side next to its name (Don't worry about explaining why they are separated quite yet). -Explain that in English there are two types of nouns: nouns you can count (one tomato, two tomatoes) and ones you can't (milk, beef). -With the count nouns you can say "a/an" or "one," but when you refer to a quantity of the non-count nouns, you must say just the noun, "milk," or "some milk" or "a lot of milk." Show the chart on count/non-count nouns. -Write some sentences on the board using the verb TO WANT: "I want a pear. I want an apple. I want some milk."	Food Pictures	20 min.
PRACTICE	-Teach the phrase, "This is _____" with 3 nouns: This is a carrot. This is an orange. This is some rice. -In a circle, give every second or third Student a picture of food. Students turn to their right and say, "This is _____," and pass it to the person on their right. Add in more items as they start the activity and become comfortable with the phrase.	Food Pictures	10 min.
APPLICATION	-In groups of 4-5 at tables, all students are dealt 5 "Go Fish" cards with food items written on them. To find pairs of cards, students ask each other for what they're looking for: "José, I want a pear." Or "José, I would like a pear, please." -Student hands the card over as if he/she really has the food and says, "This is a pear." Or the student replies "Sorry, I don't have a pear." -The asker takes one from the draw pile if they did not get what they were looking for and get another turn if they did. Play until everyone is out of cards, then count pairs. The person with the most pairs is the winner. -Have phrases written on the board for easy reference.	Go Fish cards	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 23
What is it made of?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe typical foods and answer the question, "What is it made of?"		1 hour
KEY VOCABULARY	See Lesson 21-23 Review Sheet		
MOTIVATION	-Fly swatter game. Tape approximately 20 foods the students know to the wall or chalkboard. Split group into two teams. -Relay-style, the first person on each team gets a fly swatter and races to swat the food the teacher says: "a carrot" or "some rice."	Food Pictures	5 min.
INFORMATION	-Using the food images, teach the lists of appetizers, snacks, main dishes/entrees, side dishes, drinks, and desserts. -Also teach the food preparation styles and condiments. -Ask the question, "What is this?" and have Students answer, "This is a(n) _____", or "This is some _____." -Write the phrases on the board for all to see.	Food Pictures	20 min.
PRACTICE	-Class forms 2 equal lines. Teacher stands at the end of the lines and hands the first person a food picture when they ask, "What is this?" -The student responds, "This is a/n/some _____." Students pass the picture all the way down the line using the same question and response. -If someone says the wrong thing or forgets to answer, the picture goes back to the beginning. First team to get food to the end wins a point. Repeat.	Food Pictures	15 min.
APPLICATION	-Teach the Numbered Heads Together structure: In groups of 4-5, students number off. Teacher poses a question and the group puts their heads together to solve it and write the answer on a whiteboard. -Then teacher calls one number and all students of that number (1 per group) stand and read their team's answer, one by one. Points are awarded to the teams with correct answers. Ex. Question: "What is salad made of number 4?" Then all No. 4 students stand up. Ex: Answer: "Salad is made of lettuce, carrots, and tomatoes."	Homemade whiteboards whiteboard markers	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 24
Ordering Food at a Restaurant

		Materials	Time
OBJECTIVES: students will be able to...	-Put together a conversation using restaurant vocabulary and restaurant manners (ordering food).		1 hour
KEY VOCABULARY	See Lesson 24-25 Review Sheet.		
MOTIVATION	<p>-Teacher and volunteer perform a skit about ordering food at a restaurant. Dialogue can be written on the board.</p> <p>-A sample dialogue: Waiter: Good evening, sir. Would you like something to drink? John: Yes. I would like some juice, please. Waiter: Of course. What would you like to eat? John: I would like some tomato soup and a cheese sandwich, please. Waiter: Yes, sir. John: Thank you. Waiter: Here is your soup and your sandwich. And here is your juice. John: Thank you very much!</p>		5 min.
INFORMATION	<p>-Going line by line in the dialogue, teach new phrases and vocabulary and review any previously taught vocabulary.</p> <p>-Have students practice the dialogue as well (in two groups, one group plays the waiter role, the other plays the customer).</p>	Two colors of chalk: one color for waiter, other for customer	15 min.
PRACTICE	<p>-In pairs, students receive envelopes containing a scrambled conversation between a waiter/waitress and customer.</p> <p>-When they finish arranging the conversation and get it checked by the teacher, they copy it down in their notebooks, choose roles and rehearse.</p>	Food Dialogues.pdf	25 min.
APPLICATION	<p>-Pairs act out their dialogues using the restaurant set: a table with a dish, glass, silverware, etc.</p> <p>-Teacher checks for understanding among the audience.</p>	Desk with restaurant items	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 25
Food Review for Dinner Party

		Materials	Time
OBJECTIVES: students will be able to...	-Identify dishes and utensils and use them with prepositions. -React appropriately to spontaneous restaurant situations and ask for foods they desire.		1 hour
KEY VOCABULARY	See Lesson 24-25 Review Sheet		
MOTIVATION	-On the board, write the following joke: Customer: "How do you prepare your chicken?" Waiter: "Well, we just tell him honestly that he's going to die." -Discuss the meaning of the joke (and why it's funny!)		5 min.
CENTERS	<p>-Center No. 1: Restaurant – Seated at a table, students are assigned either waiter or customer roles. Waiter is given a food list the restaurant offers. Customers participate in role play, in which they interact with the waiter so they can order a meal.</p> <p>-Teacher gives students pre-prepared cue cards listing the foods they should order. Waiter must take orders, return to kitchen and "check" availability of items. Teacher can give students problem cards such as, "There's a hair in your soup," or "I'm very hungry," to which they must react.</p> <p>-Center No. 2: Go Fish – Teacher creates Go Fish cards with food labels. Students play Go Fish, asking politely to find their pairs. Students will practice the phrases, "May I have a/some _____, please?" "Yes, here you go." "Sorry, I don't have a/any _____."</p> <p>-Note: Students should spend half of the total time allotted at each center, then switch.</p> <p>Looking at the pictures of the dishes and utensils on the Lesson 24-25 Review Sheet. Help the students label each item with its English name, then review pronunciation.</p> <p>-Center No. 3: Explain the difference between the prepositions <i>in</i> and <i>on</i>. (See the explanation on the Review Sheet.) Using pictures of food and pictures of the dishes (or real food and dishes), have the students write sentences. Show them a food and a dish and have them use <i>in</i> or <i>on</i> and write a complete sentence in each of the spaces provided on the Review Sheet. Ask the students to read the sentences aloud to check for accuracy.</p>	<p>Go Fish cards</p> <p>Role play cards</p> <p>Pictures of dishes and utensils</p> <p>Food Pictures</p> <p>Review sheet</p>	50 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 26
What's different?

		Materials	Time
OBJECTIVES: students will be able to...	-Use there is/there are to describe the rooms and objects in the house.		1 hour
KEY VOCABULARY	See Lesson 26-27 Review Sheet		
MOTIVATION	-Students draw a large picture (full sheet) of their dream (or real) house. At this point, they do not need to put furniture or other items inside, only the main structure.	Blank paper	10 min.
INFORMATION	-Teach the vocabulary by drawing a house on the board. Start from the outside of the house and working in through the rooms, labeling as you go. After each room, Students have about 2 minutes to draw and label items in that room. -Teach there is, there are, there isn't and there aren't. -Give some example sentences, such as "There are two lamps in the bedroom."	House vocabulary.pdf	15 min.
PRACTICE	-Inside Outside Circle: students stand in two concentric circles, with the inside facing the outer circle. Students on the outer circle begin by talking about what is in a certain room of the dream (or real) house dictated by the teacher. -For example: Teacher: "What's in the bedroom?" Student: "In the bedroom, there is a bed." -After speaking for a specified amount of time (30 seconds to 1 minute), the inner circle presents the same information about their house. The outer circle rotates clockwise and the pattern repeats with a different room. -Students should use there is, there isn't, there are and there aren't. When one partner is talking, the other partner must listen (silently) until their turn.		15 min.
APPLICATION	-Partners sit face-to-face with a barrier between them. Each receives similar (but slightly different) pictures of a bedroom. Students take turns finding the similarities and differences in their two pictures by only using words. They list the similarities and differences on a recording sheet (1 per pair). -Example: Student A: Is there a clock? Student B: Yes, there is a clock. Student A: Is it 3:00? Student B: No it's 5:00. -Students write the similarities and differences on a sheet like this: <div style="text-align: center;"> <u>Same</u> <u>Different</u> • There is a clock • It's 3:00/It's 5:00 </div>	What's Different?.pdf	15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 27
Could you repeat that please?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe their houses and belongings by using descriptive adjectives.		1 hour
KEY VOCABULARY	See Lesson 26-27 Review Sheet		
MOTIVATION	<p>-Teach the phrase, "What? and "Could you repeat that please?" in this dialogue: Teacher: This is a (household item). Students: What? Teacher: This is a (household item). Students: Could you repeat that please? Teacher: This is a (household item). Students: A (household item)? Teacher: Yes!</p> <p>-Have the students stand in a circle and do a Circle Pass with pictures of household items, repeating the dialogue each time they pass an item.</p>		5 min.
INFORMATION	<p>-Teach the following adjectives using skits:</p> <ul style="list-style-type: none"> • big/small • comfortable/uncomfortable • soft/hard • clean/dirty • beautiful/ugly <p>-Write sentences about the house and objects in it using the adjectives and have students pronounce them.</p> <p>-Ex: There is a big sofa in the living room. There are two soft pillows on my bed.</p>		15 min.
PRACTICE	<p>-Play "Have you ever?" in a circle using descriptive adjectives and house items and the example phrase, "In my house, there is a _____. "In my house, there are <u>2 bedrooms</u>."</p> <p>-One student stands in the middle and says a sentence about their house, such as "In my house there is a comfortable bed." Students who have the same thing in their house run to find a new spot in the circle.</p> <p>-Note: Remember there should be one less tape spot/chair than the number of students.</p>	Chairs or masking tape to mark spots in the circle	15 min.
APPLICATION	-Pairs play the What's Different activity again, recording the similarities and differences in their pictures.	What's Different?.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 28
In, On, Under

		Materials	Time
OBJECTIVES: students will be able to...	-Describe the location of school items in relation to one another by using prepositions.		1 hour
KEY VOCABULARY	See Lesson 28 Review Sheet		
MOTIVATION	-With all of the school and office items to teach laid out on a table, have students discuss with partners how many of them they already know in English.	School items	5 min.
INFORMATION	<p>-Elicit names of objects from students one by one, labeling them with a pre-made label and practicing pronunciation.</p> <p>-Teach prepositions song with hand movements (to the tune of Frère Jacques):</p> <p>In, on under (X2) <u>Other prepositions:</u> In front of (X2) on top of, below, above, Beside, behind (X2) between In front of (X2)</p>	Pre-made labels	15 min.
PRACTICE	<p>-Put school items, such as a pencil, in different prepositional positions and have students describe (The pencil is under the table), etc.</p> <p>-Have students put themselves in a prepositional position quickly. Students must put themselves in, on, under, next to, beside, between, behind, or in front of something. Count to 30 and have them freeze. Walk around and admire their positions.</p> <p>-Select the most creative or unusual positions and describe aloud as a class. Ex: José is under Tomás. Stephany is under the chair.</p>		15 min.
APPLICATION	<p>-Match Mine: With a barrier between them, two students split a bag of items (2 rulers, 2 papers, 2 pencils, 2 glue sticks, etc.) evenly.</p> <p>-One student arranges the items secretly on their side of the barrier, then describes the arrangements to partner, who listens and arranges the items the same way. The listener may ask questions to check for understanding.</p>	school supplies plastic bags barriers	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 29
Where is the school?

		Materials	Time
OBJECTIVES: students will be able to...	-Identify parts of a town and describe their location by using prepositions.		1 hour
KEY VOCABULARY	See Lesson 29-32 Review Sheet		
MOTIVATION	-Show town map and introduce the topic. Have students identify as many places as they know in English.	town map.pdf	5 min.
INFORMATION	-Using prepositions of place (beside, behind, in front of, next to, between), teach the names of places in a town and write them on the board. Ex: The <u>bank</u> is in front of the <u>supermarket</u> . -Have students think of more places in a town that they're curious about. -Make a vocabulary list for them on the board. -Practice pronunciation.		15 min.
PRACTICE	-Ask "Where is the _____?" and have students describe locations of buildings on the map through prepositions. -In the back of the classroom, give everyone a piece of computer paper with a part of the town written in big letters on it. -Read directions and have them lay out the city on the ground as you tell them. "The church is <u>next to</u> the school." "The bank is <u>between</u> the post office and bus station." -When they have finished, ask them to tell you where certain buildings are located.	blank paper	15 min.
APPLICATION	-Play Match Mine with the city. Students work in pairs and with a barrier between them. One student puts together a city and describes it to partner: <ul style="list-style-type: none"> • The church is next to the bakery. • The bakery is behind the police station. 	match mine.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 30
This, That, These and Those

		Materials	Time
OBJECTIVES: students will be able to...	-Use demonstratives (this, that, these and those) in a sentence.		1 hour
KEY VOCABULARY	See Lesson 29-32 Review Sheet		
MOTIVATION	-With the town map hanging up, write a few fill-in-the-blank sentences, like "The _____ is behind the supermarket." Give chalk to students and have them choose one to fill in. Practice reading the sentences as a group. Then, looking at the map, review the names of the buildings.	town map.pdf	5 min.
INFORMATION	-Teach this, that, these, and those using things in the classroom. Point to the room you're in and say, "This is a classroom," and then point to another room or building outside and say, "That is a store." Write the sentences on the board. Then repeat with the objects in the room: These are pencils. Those are pens." -Practice with places on the map. "What is this?" and students say, "That is a bank." -Also teach a few more words on the map such as bench, street, tree, etc., and practice pronunciation.		10 min.
PRACTICE	-Show students a map you've drawn of your home community (it can be fictional). Point out some places or things on the map: "This is my house." "These are trees." "This is a supermarket." -Group students in 2-3 to draw maps of their town. If the students are from different towns, group them accordingly. -Students draw maps of their town. DO NOT label the places on the maps.	newsprint markers	25 min.
APPLICATION	-Gallery Walk: Have one person from each group stay with their map, which should be taped to the wall. The rest take a pen or pencil and walk from map to map asking, "What is that?" "What are those?" -The mapmaker replies, "This is a house." "These are stores." "That is a park." -As the mapmaker responds, the asker must label the item appropriately. Students should ask at least two questions and label two things at each map.		15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 31

Getting Around Town

		Materials	Time
OBJECTIVES: students will be able to...	-Give and receive written and oral directions to navigate through a town.		1 hour
KEY VOCABULARY	See Lesson 29-32 Review Sheet		
MOTIVATION	-Have a dialogue between two people written on the board. Act is out with a student. One person is searching for something in town, the other helps him/her find it. Have the town map hung on the board. As he/she receives the directions, he/she should walk the map with a paper figure. -Have the students practice the dialogue aloud.		5 min.
INFORMATION	-Teach the following words and phrases from the dialogue: go (straight), turn left, turn right, stop, turn around, go ____ blocks, North, South, East, West. How do I get to the <u>bank</u> ? The bank is on the <u>left/right</u> . -Have the students practice pronunciation.		15 min.
PRACTICE	-Put the town map on the floor with Students standing around in a circle. Tape the paper figure to a stick and ask students to help the figure get to a certain place on the map. -They should give directions such as: "Go straight for 3 blocks. Turn left. Stop. The bank is on the left." -Have students take turns holding and moving the paper figure as classmates give directions. -Back at their seats, students will work in pairs to follow written directions through a town on a map. The correct ending point should be written on the back of the directions so students can self-check. Once they correctly follow the directions, the pairs should exchange theirs for a new set of directions and try it again. -Note: Some students have a hard time visualizing a person's movement through town. Creating small people made of paper and taping them to the end of a pencil can help. Then they can "walk" the person around and see which way they're facing.	stick person.pdf directions map.pdf practice directions.pdf	15 min.
APPLICATION	-With a big group, split into two teams. -Group 1: At tables, use real city maps. Pairs receive matching maps. Each write a set of directions to a mystery location in the same format as the practice. Students switch directions and attempt to follow them. Repeat. -Group 2: In a wide-open area, create a large city map on the floor (with chalk or masking tape). Partners practice orally guiding one another through the town to places determined by the scenario.	City maps (find at touristy places) Pieces of paper with city places written on them scenarios.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 32
Obstacle Course

		Materials	Time
OBJECTIVES: students will be able to...	-Give and kinesthetically respond to oral commands.		1 hour
KEY VOCABULARY	See Lesson 29-32 Review Sheet		
MOTIVATION	-Play the song "Cha-Cha Slide" and instruct students just to listen and notice which words they recognize. After listening, list familiar words on the board.	iPod or CD player, speakers	5 min.
INFORMATION	-On the board, write the commands given in the song (turn to the left, clap your hands, etc.) and teach students the meanings through miming and acting. Practice pronunciation. Also teach other commands, especially those used in the classroom (stand up, sit down, take out, put in, talk, be quiet, etc.).		15 min.
PRACTICE	<p>-Play the song a second time and tell students to listen for those commands on the board and make a mental list of those they hear. Discuss what they heard afterward.</p> <p>-Using the lyrics of the song, teach students the moves that go along with it one line at a time.</p> <p>-Play the song again and have students dance.</p> <p>-Review all commands one last time by blindfolding a student (or yourself) and having students work together to have that person get from one side of the room to the other by avoiding obstacles and completing a task (ex: put a ball in a basket).</p>	Items for a small, practice obstacle course	15 min.
APPLICATION	-Create an obstacle course (inside or outside) big enough for several pairs of students to navigate across. There should be things to go under, over, around, and something to pick up and put into something. Students lead blindfolded partners orally and in English only.	Items for a bigger obstacle course	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 33
Where can I find a doctor?

		Materials	Time
OBJECTIVES: students will be able to...	-Formulate questions about how to locate goods and services and to answer questions within the context of their own community.		1 hour
KEY VOCABULARY	See Lesson 33 Review Sheet		
MOTIVATION	-Perform a skit. A tourist asks a local where he/she can buy an umbrella. The local gives directions to a local place. Read through the dialogue with the class. Practice pronunciation and check for understanding.		5 min.
INFORMATION	<p>-Teach the following questions and have students try to determine the meaning:</p> <ul style="list-style-type: none"> • Where can I find a <u>doctor</u>? • Where can I mail a <u>letter</u>? • Where can I get a <u>phone card</u>? • Where can I fix <u>my bike</u>? • Where can I catch a <u>bus</u>? • Where can I eat a <u>casado</u>? • Where can I rent a <u>car</u>? • Where can I buy an <u>umbrella</u>? • Where can I use a <u>computer</u>? • Where can I make a <u>call</u>? • Where can I see a <u>dentist</u>? • Where can I drink a <u>milkshake</u>? <p>-Also teach how to answer:</p> <ul style="list-style-type: none"> • You can <u>mail a letter</u> at the <u>post office</u>. <p>-Follow it up with:</p> <ul style="list-style-type: none"> • How can I get to the post office? and practice giving direction using meters and kilometers 	town map.pdf	15 min.
PRACTICE	<p>-If you have enough students, do two centers. If not, do one and then the other.</p> <p>Center 1: Using a local map (hand drawn is fine), locate where you currently are and label the roads around it with distances in meters or kilometers (to review numbers). Ask “Where can I get gas?” and have them give directions from their current location using the map and their prior knowledge of the area. Write the directions on the board and read aloud. Practice with several places.</p> <p>Center 2: Give pairs envelopes of cut-up sentences – questions like “Where can I buy some milk? and answers like, “You can buy some milk at the supermarket.” Have partners put the 5 questions and answers together and read them aloud to the teacher before advancing to another envelope.</p>	newsprint paper and envelopes	20 min.
APPLICATION	-Pairs are assigned an object to find or service to obtain. One student plays the role of the tourist and the other plays the role of the local helping them find what they’re looking for. Use places within or near the community. They should write out one dialogue, practice and present to the class.		15 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 34

People Taking Action

		Materials	Time
OBJECTIVES: students will be able to...	-Describe people's actions using the present progressive tense.		1 hour
KEY VOCABULARY	See Lesson 34-37 Review Sheet		
MOTIVATION	-Play Fly Swatter to review verbs.	2 fly swatters verb pictures	5 min.
INFORMATION	<p>-On the board, draw a simple present verb chart and have students help fill it in (ex: to walk). Then explain they are about to learn a different type of verb conjugation: present progressive.</p> <p>-Show the formula for how it's formed: Pronoun + <u>to be</u> in simple present + verb + -ing <u>Example:</u> I am walking You are walking</p> <p>-A few exceptions: If the word ends in a silent e, the e is dropped before adding -ing. Also, if it's a 1-syllable word with only 1 vowel (consonant-vowel-consonant, like hop, stop, grab) double the last letter and add -ing. If the word ends in an -ie (die, tie, lie), change the -ie to y and add -ing.</p> <p>-Give students some examples to go with the rules/exceptions.</p> <p>-Then look at the old verb pictures again and ask students, "What is he/she doing?" Write their responses on the board: "He is <u>reading</u> the newspaper."</p>	Verb Charts.pdf	15 min.
PRACTICE	-Team Charades. Split class into 2 teams. Place a box of charades papers (small papers with a word like cooking, cleaning, eating, mailing, etc.). One representative from each team grabs a paper from their team's box and silently acts out the word for their team to guess. To guess correctly, students must say, "She is eating," or "He is walking." Play continues until one team runs out of papers.	small containers paper strips	15 min.
APPLICATION	<p>-Groups of 3-4 students will receive People Posters.</p> <p>-Along with the newsprint, groups need a sheet of paper labeled 1 through 10. Students work together to write 10 questions about people in the pictures and the actions they're doing:</p> <ul style="list-style-type: none"> • Who is eating a sandwich? • Who is walking in the park? • Who is doing their homework? <p>-When they have finish, have all the teams pass the newsprint and list of questions to the group on their left. Give them time to answer the questions (in full sentences) by using the person's name written on the paper.</p> <p>-Present in front of the class and each person can read one statement aloud: "Allison is eating some cake."</p>	People Posters.pdf magazine or newspaper pictures notebook paper	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 35
What's the message?

		Materials	Time
OBJECTIVES: students will be able to...	-Use the present progressive form to make statements about thoughts and beliefs.		1 hour
KEY VOCABULARY	See Lesson 34-37 Review Sheet		
MOTIVATION	-In a circle, students toss a numbered ball. The numbers on the ball correspond to verbs on the board (ex: 1. eat; 2. wash; 3. drive, etc.). When students catch the ball they look under their right thumb and create a sentence using that verb in present progressive, then pass the ball to another Student (example: I'm eating an apple.)	ball verb list (on newsprint)	5 min.
INFORMATION	-Ask students to recall when to use present progressive (To describe an action that is happening right now). Give a few examples. Explain that there is another important use for the present progressive: making statements. Example: Learning English is important. Playing soccer is fun. -Write those examples on the board and see if the students can decipher the meaning. -Teach a few more adjectives to describe the verbs (interesting, boring, healthy, dangerous, unhealthy, crazy, scary, exciting, good, stressful, relaxing, bad, uninteresting, annoying, cool) and use them in sentences. Practice pronunciation.	Adjective pictures.pdf	15 min.
PRACTICE	-Show some ads (from magazines or TV) and ask Students to identify the message. Do a think-pair-share and ask them to share their ideas. -Example: Smoking is dangerous. Drinking Coke is fun. Traveling to Hawaii is exciting.	commercials projector or magazines	15 min.
APPLICATION	-Teach the phrases "I think" and "I believe" and refer to the verb list from the motivation. Each student receives a sheet of paper to list a few of their beliefs. On one side, students write 5 "I think" or "I believe" statements to share. On the other side, students should depict those statements through pictures. -Students can share them with a partner when they've finished.	paper I Think Statements.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 36
Getting Out of Town

		Materials	Time
OBJECTIVES: students will be able to...	-Complete and perform dialogues/skits about travel using simple present and present progressive tenses -Discuss and describe various forms of travel (modes of transportation)	Projector Computer	1 hour
KEY VOCABULARY	See Lesson 34-37 Review Sheet		
MOTIVATION	-Stick pictures of modes of transportation on the board and label them. Give each student a piece of chalk and ask him or her to draw a check mark under the picture if they use that form of transportation. -When finished, count the checkmarks and write sentences under the picture, such as "Ten people ride the bus." "Two people travel in planes." "No one rides the train." -Show pictures on PowerPoint of people using those modes of transportation and ask the students, "What is she/he doing?" Students should respond using the new verbs in present progressive tense. "She is riding a bike." "He is flying in a plane."	Modes of transportation.pdf Projector Transportation pictures.pdf	10 min.
INFORMATION	-With the PowerPoint presentation, teach other new important vocabulary and verbs and use them in sentences. Teach phrases such as "When does the bus to Limón leave?" "Would you like an aisle, middle, or window seat?" "When does the bus arrive in San José?"		15 min.
PRACTICE	-Create a few transportation schedules on the board and ask students questions about them such as, "When does the bus to San José leave?" "What is the status of flight No. 73?" Students work in groups with whiteboards to answer the question in writing and then read them aloud to the class.	Whiteboards Whiteboard markers and erasers	10 min.
APPLICATION	-Students work in groups of 2-3 to complete transportation related dialogues by filling in words from a word bank. After completing, students get their work checked by the teacher and start practicing. -Students should present to the group using any props they find in the classroom.	Transportation dialogues.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 37

All Aboard!

		Materials	Time
OBJECTIVES: Students will be able to ...	-Buy bus tickets in English		1 hour
KEY VOCABULARY	See Lesson 34-37 Review Sheet		
MOTIVATION	-Write a few numbers on the board (13, 24, 35, etc.) and point to each one to review numbers. In groups of 3, have students spread around the room (or outside). Give each group a stack of numbered cards (0-9). The numbers should be big enough to see at a distance. Call out a 3-digit number (ex. 165). Groups all race to form the number by each person holding a number card in front of them. Give points to the fastest teams. Repeat with different numbers.	Stacks of numbered cards	10 min.
INFORMATION	<p>-Tell students that today they'll be learning how to buy tickets in English. Ask them to imagine they want to travel to another city by bus. Ask the steps that are involved: What do they have to do before getting on the bus? List steps on the board. 1. Go to the bus station; 2. Look at the bus schedule; 3. Buy the ticket at the ticket counter; 4. Give the ticket to the bus driver; 5. Get on the bus.</p> <p>-Hand out a map of Costa Rica with bus routes to groups of 3 (groups should be of mixed ability levels). Start at a specific point on the map and ask students how to get to _____ (the next town on the map). Show them the "ticket counter" you have created (a desk with a "ticket counter" sign). Ask student what they would have to say to buy a ticket to that town. List those things on the board:</p> <p>* I'd like to buy a ticket to _____, please.</p> <p>* How much does a ticket to _____ cost?</p> <p>* How many tickets would you like?</p> <p>-Direct students' attention to the "bus" area, where a simulated bus (chairs in rows) is set up. Let them know they will be travelling through Costa Rica on bus by buying tickets and taking this bus.</p>	<p>Costa Rica Map.pdf</p> <p>List of ticket prices from city to city</p> <p>Ticket counter sign</p>	15 min.
PRACTICE	-Have the entire group get up and circle around the ticket counter to watch how to make a ticket transaction. Model the process (buying tickets, paying with fake colones, getting on the bus, giving tickets to the driver.		10 min.
APPLICATION	<p>-Hand each group a stack of fake colones. Back at their seats, tell them the challenge to travel from Point A to Point B on the map (various bus connections). The team that has the most money upon reaching the destination wins, having chosen the most economical route.</p> <p>-Give travel crossword to teams who finish early.</p>	<p>Colones template.pdf</p> <p>Envelopes</p> <p>Travel crossword.pdf</p>	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 38
How much does it cost?

		Materials	Time
OBJECTIVES: students will be able to...	-Pay and barter for goods.		1 hour
KEY VOCABULARY	See Lesson 38 Review Sheet		
MOTIVATION	-Split class into 2 to 3 even teams. Line them up relay style perpendicular to the board. Have names of familiar food items written on the board with empty boxes drawn above them. Give tape pieces and images of the foods to the teams and have them race, relay style, taping them in appropriate boxes one by one. Review pronunciation of all foods.	Food Pictures.pdf	5 min.
INFORMATION	-Teach new vocabulary using realia: flour, sugar, oil, corn flour, salt, etc. -Teach phrases: <u>Asking for an item</u> *Do you have _____? *Do you sell _____? <u>Negotiating the price</u> *That's too expensive. *How about <u>450</u> colones? *Okay, <u>450</u> . <u>Asking for the price</u> *How much does <u>it</u> cost? *How much do <u>they</u> cost? *How much do I owe you?	Bring items from your house, or borrow them from the nearest pulpería	15 min.
PRACTICE	-Show a particular item (one of the previously taught items) and have students chorally ask how much it costs. Special English-speaking guests, students that speak well, or the teacher alone can say three different prices. Ask students which person (1,2, or 3) had the <u>best price</u> (explain those words). Have students write the corresponding number (1,2, or 3) on whiteboards to hold up on the count of 3.	Whiteboards Dry erase markers	15 min.
APPLICATION	-Set up 2-3 "pulperías" run by the same English speakers or advanced students. Each pulpería should have an identical list of goods for sale, but their prices should be slightly different. For example, at Pulpería No. 1 the price of sugar might be 600 colones, at No. 2 it could be 450 and at No. 3 could be 570. Students are given a shopping list of items they must buy as well as some fake money (shopping lists should be slightly different). -To buy the items on the list, students must ask for them at the pulperías. (Items are given to students in the form of slips of paper with the item written on it). They may also barter to get the best price. When they are finished, they can count their remaining money to see how much they have left.	Colones template.pdf Envelopes for colones Shopping Lists.pdf Pulperia Price Lists.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 39
How do you feel?

		Materials	Time
OBJECTIVES: students will be able to...	-Explain how they feel in certain situations by using the present progressive.		1 hour
KEY VOCABULARY	See Lesson 39-40 Review Sheet		
MOTIVATION	-Lay People Posters on tables with a stack of verb cards in simple present tense. Each verb card should go along with one picture on the People Poster. -Groups work to put the correct verbs on top of pictures as quickly as possible. Have students switch tables. One by one, have students take a card and make a sentence, like "Alice is sleeping" or "Juan is eating."	People Posters.pdf	5 min.
INFORMATION	-One by one, teach emotions with pictures by making a face along with it. Have students pronounce the emotion, then make a sentence on the board. "Running makes me feel tired."	feelings.pdf Feelings Sentences.pdf	15 min.
PRACTICE	-Inside Outside Circle. Each person has a sentence starter on a note card: • Walking in San Jose at night makes me feel _____. • Riding a motorcycle makes me _____. -Outside circle starts by reading their statements and filling in the emotion. Switch and rotate.	Note cards	15 min.
APPLICATION	-Pair students up. Give each pair a short, unique interview with a few questions such as "How does watching scary movies make you feel?" -Students interview one another, write responses, then present to small groups in third person (he/she) form.		20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 40
I love going to the beach!

		Materials	Time
OBJECTIVES: students will be able to...	-State their likes and dislikes of various activities and give a reason by using an emotion.		1 hour
KEY VOCABULARY	See Lesson 39-40 Review Sheet		
MOTIVATION	-In a circle, toss a ball around and ask the question, "How are you feeling, <u>(student's name)</u> ?" Students catch the ball and respond, "I'm feeling <u>(emotion)</u> . How are you, <u>(student's name)</u> ?" Continue passing the ball until everyone has asked and answered the question. Emotions pictures should be on the wall for reference.	ball feelings.pdf	5 min.
INFORMATION	-Teach four phrases: • I love • I like • I don't like • I hate -Use them with verbs in present progressive, such as "I love swimming." Hang the <u>TO DO</u> verb poster and remind students of the different conjugations and that the words "do not" contract into "don't." Teach "doesn't." -Write sentences using the four new phrases and present progressive verbs with different pronouns other than "I." -Opposite the sentences, on the other side of the board, have students help you think of reasons for the likes and dislikes. Write them down. <u>Example:</u> *I love swimming. It makes me feel happy. *He likes going to the beach. It makes him excited. -Now put <u>because</u> in the middle and create long sentences.	TO DO chart (verb chart.pdf)	15 min.
PRACTICE	-Have students practice this type of sentences by doing a sentence line-up. Give each word in a sentence to a student and have the class help those students put themselves in order. -Pass out small pieces of paper to each person. The papers should all have a match (a verb with its complement). -Example: • riding a horse • drinking coffee • playing volleyball -Students must find the person holding their "complement" and work with them on the next activity.	scrambled sentences small pieces of paper	15 min.
APPLICATION	-Post a list of many (or all) verbs studied so far. In pairs, students will use the verbs in sentences like the ones on the board. They need to write at least one sentence using each pronoun (depending on time). Present sentences orally.	List of verbs	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 41
Do you like learning? Why?

		Materials	Time
OBJECTIVES: students will be able to...	-Explain the reason behind their feelings by responding to the question "Why?" or "Why not?" -Create questions, take notes, separate true statements from false statements, and rewrite false statements into true statements		1 hour
KEY VOCABULARY	See Lesson 41-43 Review Sheet		
MOTIVATION	-Review adjectives (dangerous, scary, healthy, etc.) -Fly swatter game with adjective pictures.	fly swatters Adjective pictures.pdf	5 min.
INFORMATION	-Teach the question, "Do you like ____ing?" "Why/why not?" Explain how there is another way to answer than "yes" or "no." Students can say "Yes, I do," or "No, I don't." Discuss ways to give your reasoning: 1. Because it makes me (feel) (<u>emotion</u>). 2. Because it is (it's) (<u>adjective</u>). -Teach a few new verbs common to the area (milk the cows, cut the grass, garden) and practice writing a few sample sentences.	verb pictures	15 min.
PRACTICE	-On one side of the classroom hang a "like it" sign, and a "don't like it" on the other side. Call out a verb (ex: swimming in the river). Students go to the side that represents how they feel about the verb. In groups, students decide on a reason. -The teacher asks a group, "Do you like swimming in the river?" and the group responds in unison, "Yes, we do," or "No, we don't." -The teacher asks, "Why?" or "Why not?" and the group responds in unison with "Because it's ____!" or "Because it makes us (feel) ____!" (Make sure you give the group time to plan what they are going to sing.)	"Like it" and "don't like it" signs	15 min.
APPLICATION	-Put two or 3 guest English speakers (or high school students) in front of the class to be interviewed. Ask the students to all write down on a piece of paper one question (ex: Do you like riding a bike?) to ask the guests. -Call on one student at a time for them to ask the question aloud. Each guest should respond honestly and use adjectives the students know (the teacher can also take notes to formulate true/false questions). Students should take notes for a quiz later. -After several questions and answers, group students into trios and give each group a whiteboard and marker. Say statements such about what they just heard, as "Maria likes fishing because it makes her feel happy." Students decide in their groups if it's a true or false statement. -If it's true, they write TRUE on the whiteboard and hold it up on the count of 3. If it's false, they rewrite the statement so it's true. Award one point for just the, "She doesn't like it" and another for the correct reason.	whiteboards dry erase markers erasers	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 42
Learning makes me happy.

		Materials	Time
OBJECTIVES: students will be able to...	-Generate (orally and written) sentences describing their likes and dislikes and explain why they like or dislike them.		1 hour
KEY VOCABULARY	See Lesson 41-43 Review Sheet		
MOTIVATION	-On the board write several fill-in-the-blank sentences in the structure used during Lesson 41. -Randomly hand out the missing words written on strips of paper to students. Ask them to decide which blanks the words fit. Have students tape them on the board in the appropriate spaces. -Go over the sentences by reading them aloud as a group and ask students why they are correct/incorrect.	Fill in the blanks.pdf	5 min.
INFORMATION	-Hang up an updated list of verbs the students are familiar with. Review them quickly. -Using the emotions pictures, review them one-by-one. -Practice saying a few sentences with the verbs and emotions. <ul style="list-style-type: none"> • Spending time with my friends makes me happy. • Walking in San José makes me feel nervous. 	verb list feelings.pdf	15 min.
PRACTICE	-If there are as many or fewer students than emotion pictures, put the students into two face-to-face lines or Inside Outside Circle formation and give each student a picture. -Instruct them to say a sentence to their partner with their emotion and a chosen verb. Listen to their partner do the same with their own picture, then switch pictures, say goodbye and rotate to find a new partner and repeat. Remember to let them know which partner (inside or outside circle) goes first. -If there are more students than pictures, do a circle pass instead.		15 min.
APPLICATION	-Scrambled Sentences: Back at their tables, give groups envelopes of cut-up sentences to unscramble. They should all have the same structure you just practiced. Create some extra envelopes so groups may return an envelope and get a new one after completing the sentences and reading them aloud to the teacher. If desired, make this a competition to see which group can complete the most.	cut-up sentences	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 43
Three Truths and a Lie

		Materials	Time
OBJECTIVES: students will be able to...	-Classify adjectives used to describe activities and adjectives used as emotions -Create sentences using the adjectives correctly.		1 hour
KEY VOCABULARY	See Lesson 41-43 Review Sheet		
MOTIVATION	-Write several sentences on the board with <u>it</u> or <u>it's</u> missing. Hand the <u>it</u> and <u>it's</u> written on paper to groups of students to decide as a group where they belong. Have one person from each group stick their paper to the board. Sentences: 1. I like milking the cows because it's fun. 2. Anna hates going to the dentist's office because it makes her feel nervous. 3. You and I like spending time with our friends because it's exciting. 4. Isaac doesn't like eating sausage because he thinks it's unhealthy. 5. Those women love talking on the phone because it makes them happy.	Papers written with it and it's	10 min.
INFORMATION	-Students work in pairs with their review sheets to classify the adjectives they've studied into "adjectives used to describe activities" and "emotions." They can classify by writing "D" or "E" on their review sheet next to each word. Review answers as a class.	review sheets	10 min.
PRACTICE	-Three truths and a lie. Give each student a piece of paper to write 3 true sentences and 1 false one about their likes and dislikes. -The sentences should be something like: <ul style="list-style-type: none"> • I love swimming in the ocean because it's fun. • I don't like eating fish because it's disgusting. • I like flying in a plane because it's scary. • I like reading because it's exciting. -Also give each student a half sheet of blank paper to fold in half and write 1, 2, 3, 4 (a number in each quarter, front and back, and very large).	blank sheets of paper	15 min.
APPLICATION	-Students line up against one wall. One by one they go to the front and read their 3 truths and a lie. Students show which sentence they think is the lie by showing either the 1, 2, 3, or 4. Students who choose correctly (the student speaking should say which number is false) get to take a step forward. Continue until someone reaches a pre-determined point, or all students have read aloud.		20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 44
What's the weather like?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe common weather patterns in the different provinces of Costa Rica.		1 hour
KEY VOCABULARY	See Lesson 44-45 Review Sheet		
MOTIVATION	-In a circle, pass the ball and practice the new greeting, "How's it going?" Possible answers could be, "Pretty well, thanks," "Fine, thanks," or "It's going well." Discuss these possibilities and write them on the board before beginning the ball toss.	ball	5 min.
INFORMATION	<p>-Using pictures, teach the possible responses to "How's the weather?" or "What's the weather like in _____?"</p> <p>ADJECTIVES: It's _____. sunny clear rainy partly cloudy snowy hot cloudy warm windy cool cold</p> <p>VERBS: It's _____. raining snowing blowing hailing</p> <p>NOUNS: There is a _____. tornado storm thunderstorm rainbow hurricane</p> <p>-Review adverbs of frequency: never, almost never, seldom/rarely, sometimes, often/frequently, almost always, always</p> <p>-Write sentences using the weather conditions in simple present with adverbs of frequency and in present progressive.</p>	Weather Pictures.pdf	10 min.
PRACTICE	<p>-Read the students a sample mini book about weather in the U.S. entitled "What's the weather like in the United States?" Each page shows a picture and describes a different region or town's weather.</p> <p>-On the board, ask students to help write a few example sentences like those about Costa Rican towns, provinces or regions</p> <p>Example:</p> <ul style="list-style-type: none"> • In Sarapiquí it's often rainy and warm. • In Guanacaste it's usually hot and dry. 	Mini Book Example.pdf	15 min.
APPLICATION	<p>-Students write their own mini books entitled "What's the weather like in Costa Rica?" Encourage them to be creative and to come up with sentences other than the examples on the board.</p> <p>-When they have finished, have them share their books in small groups or use face-to-face lines.</p>	mini books	25 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 45
Making Weather Predictions

		Materials	Time
OBJECTIVES: students will be able to...	-Give a weather forecast in English.		1 hour
KEY VOCABULARY	See Lesson 44-45 Review Sheet		
MOTIVATION	-Review weather terminology using pictures -In tea party structure, students share their weather books from last class.	Weather Pictures.pdf	10 min.
INFORMATION	<p>-Write a few present tense weather sentences on the board.</p> <ul style="list-style-type: none"> • This afternoon it's partly cloudy. • It's cloudy and warm today. • It's raining. • It's usually rainy in Sarapiquí. • There are often thunderstorms in Costa Rica. <p>-Explain that all of these sentences describe the weather in the present, the current or usual conditions. But how do we talk about tomorrow?</p> <p>-Write the following sentences, discuss meaning and pronounce:</p> <ul style="list-style-type: none"> • <u>Today</u> will be cloudy and cool. • <u>Tomorrow</u> it will be rainy. • <u>On Monday</u> it will be hot and humid. • <u>This week</u> there will be many thunderstorms. • <u>Next week</u> it will snow. • <u>This weekend</u> it will be partly cloudy. • The forecast says there will be a thunderstorm <u>tonight</u>. 		15 min.
PRACTICE	<p>-Draw a 7-day forecast on the board within a weather picture indicating the forecast for each day and teach the word forecast. Explain the cultural significance and why people in the U.S. pay attention to weather forecasts.</p> <p>-As a class, write out the forecast:</p> <ul style="list-style-type: none"> • Tomorrow ... • On Thursday ... <p>(If there's time, rearrange the weather symbols and have students work in pairs to write the new forecast.)</p>		15 min.
APPLICATION	<p>-Using a pre-made country map and local forecast poster, students will pretend to be a meteorologists on television. Give the day's weather for each province, then a local 7-day forecast.</p> <p>-Break students into groups of four and give each group a blank forecast paper. Let them create the forecast by drawing symbols and then practice as if on television.</p> <p>-Present to the class. The sillier the better!</p>	<p>newsprint</p> <p>Forecast Map.pdf</p>	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 46
I love the mountains!

		Materials	Time
OBJECTIVES: students will be able to...	-Recall geographic landforms on a map in oral and written form. -Generate a map based on oral instructions.		1 hour
KEY VOCABULARY	See Lesson 46-47 Review Sheet		
MOTIVATION	-Write the lyrics to the song "I love the mountains" on the board. Run through the vocabulary with the students and then sing the song. If they're good, sing it as a round! Ask the students what they expect they'll learn in the new unit about geography. What do the new words from the song have in common?	song lyrics	5 min.
INFORMATION	-Using pictures from magazines, teach the following new vocabulary words: • mountain • rainforest/jungle • lake • island • river • flower • hill • forest • dirt • volcano • plain • tree • stream • swamp • beach • cave • desert • waterfall • ocean/sea • sand • rock • grassland • swamp • hot springs • coast (also review north, south, east, west, and teach -ern, like "southwestern") -Write sentences on the board using these words and there is/there are on the board and say them as a class.	geography pictures.pdf	15 min.
PRACTICE	-Give a hand-drawn map to each student. Ask them questions about the country on the map and write the questions on the board as you go: • Where are the mountains? • What is in the northwestern part of the country? • What is south of the forest? -Have the class come up with complete sentence answers. Write them on the board.	hand drawn map.pdf	15 min.
APPLICATION	-Give each student a blank piece of unlined paper. Tell them to draw whatever you say on the paper. -Tell them to draw a large country and indicate the shape by outlining it on the board. Add a compass rose with North pointing toward the top of the paper. Tell students exactly where many geographical features should be located on the map. Example: • There is a big forest in the northern part of the country. • There are three tall mountain east of the forest. -Students should add the geographical elements one by one on their maps, using any symbol they choose and adding those symbols to the key. -At the end, have student work in groups to answer questions about the geographical locations on their maps that you write on the board. -Students should write the answers on the back of their papers. Number off students in their groups, then call a number. That student in each group stands up and answers the question aloud.	blank half sheets of paper	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 47
Costa Rica's Provinces

		Materials	Time
OBJECTIVES: students will be able to...	-Describe the natural features of a Costa Rican province in oral and written form.		1 hour
KEY VOCABULARY	See Lesson 46-47 Review Sheet		
MOTIVATION	-With a pair of students, silently act out a natural feature such as volcano, forest, ocean, desert, grassland, or mountain. Students should guess which one you are acting out. -Split students into several small groups. Assign each group a natural feature. Give students time to prepare, then present for other groups to guess. -Review vocabulary with geographical pictures.	geography pictures.pdf	10 min.
INFORMATION	-Teach the following words: • There is • There are • There aren't any • many • some • a few • several • a lot of • near/close to • far from/far • in the (Northeast) corner • (South) of ... • called • large/big • small/tiny -Write some sentences on the board using the verb to have and there is/there are to describe Costa Rican geographical features. Leave out the words above. Have students decide the correct words to fill in the blanks.	example sentences.pdf	15 min.
PRACTICE	-Split class into groups. Give each group a large hand-drawn outline of a Costa Rican province with a compass rose. Important cities should be labeled on the map. Give students a paragraph describing the provinces geographical features and their locations. -Groups should work together to read the paragraph and label the map with the correct landforms.	hand drawn maps.pdf province paragraphs	15 min.
APPLICATION	-When groups finish, have them leave the maps on their tables, hand in the paragraphs, then move clockwise to the next table. Give each group a piece of paper to write a descriptive paragraph of the map they're now looking at. -Students will describe the general location of each feature labeled on the map. Students should practice reading the sentences aloud.	blank paper	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 48
Who am I?

		Materials	Time
OBJECTIVES: students will be able to...	-Describe Costa Rican animals' physical features, habitats, movements and diets.		1 hour
KEY VOCABULARY	See Lesson 48-50 Review Sheet		
MOTIVATION	-In small groups have students brainstorm all the adjectives that could be used to describe animals. Compile the list on newsprint and review.	newsprint	10 min.
INFORMATION	-Using pictures, teach the names and pronunciation of Costa Rican animals. Show newsprint diagrams and teach/review body parts and other features. Hang to display. -Also teach new animal-related verbs and adjectives included on the review sheet.	Animal Pictures.pdf newsprint diagrams	25 min.
PRACTICE	-Write animal sentences (see page 2 of review sheet) on the board using new verbs and adjectives. Read through them with students and have them try to infer the meaning.	animal sentences	10 min.
APPLICATION	-Stick picture of an animal on each student's back. Play "Who am I?" Students give someone one clue, receive one clue and then find someone else. No animal noises or gestures. Circle up at the end to reveal animals.		10 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 49
Where do they live?

		Materials	Time
OBJECTIVES: students will be able to...	-Respond in complete sentences to questions regarding Costa Rican animals' appearance, movement, eating habits, and homes.		1 hour
KEY VOCABULARY	See Lesson 48-50 Review Sheet		
MOTIVATION	-Puzzling It Out: Pre-make puzzle pieces with the name of an animal and a description of that animal. Tape animal pieces on the board and hand out the descriptions matching those animals to students (at least 1 per student). Ex: Toucan: black, a bird with a colorful beak. -Students should match description and animal and tape the description on the board to connect its match. -Read through each description with students to check for understanding.	puzzle pieces	10 min.
INFORMATION	-Review other new verbs and adjectives from lesson 48. and write them on the board. -Write out the question, "Where do macaws live?" Break the question down into its parts and describe each word's purpose. -Ask students to help you write "Qué comen?" "Cómo se mueven?" and "Cómo se ven?" in English. Write those questions on the board and write out practice responses.		15 min.
PRACTICE	-Change the animal from macaw to crocodile. Assign one of the 4 questions (Where do they live? What do they eat? What do they look like? How do they move?) to each group of students (there should be 4 groups). -Give groups a few minutes to write down a complete descriptive response. While they're working, draw a large graphic organizer (animal name in the middle with 5 bubbles coming out from the name) on the board. -Groups should read their answers aloud while you write them in the corresponding circles. If there are mistakes, have the class help you edit. Work as a group to fill the last bubble with some interesting fact about the animal.	Graphic Organizer.pdf	10 min.
APPLICATION	-Split class into small groups and spread them around the room. Give each group a marker and assign them a graphic organizer about an animal. -Students work to fill in the bubble you assign first, such as "Where do they live?" After a few minutes, rotate groups to a new graphic organizer and fill in a different bubble. Continue rotating until all bubbles are filled. Have students do a gallery walk to view the other pages.	Graphic Organizer.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 50

Organism Poems

		Materials	Time
OBJECTIVES: students will be able to...	-Create organism poems using adjectives, nouns and verbs that relate to Costa Rican animals.		1 hour
KEY VOCABULARY	See Lesson 48-50 Review Sheet		
MOTIVATION	<p>-Review vocabulary by writing approximately 10 animal names in columns on the board (animal-related nouns, verbs and adjectives should be pre-written on strips of card stock). Separate students into 2-3 teams and line them up relay-style.</p> <p>-At the start of each line, put a chair with pre-cut pieces of tape and a stack of the card stock strips. Each team's words should be different and each team should have a unique color of cardstock.</p> <p>-When you say "go," the first student in line takes the top card, a piece of tape, and sticks the word in the column under the animal it best describes. There may be more than one correct answer. The student tags the next person in line (relay-style) and goes to the end. Continue until all words are placed.</p> <p>-Review answers by taking down incorrect answers and giving groups a chance to fix their mistakes.</p>	<p>tape</p> <p>card stock</p>	10 min.
INFORMATION	<p>-Show the class an example of an organism poem. Read through the poem together and check for understanding. See if the students can determine the formula for the poem's structure and write it on the board:</p> <p style="padding-left: 40px;">Adjective + noun + verb + connector to the next line (Furry monkeys climb trees and)</p> <p>-Note: Noun has the animal's letter in it.</p> <p>-Students should use the review sheet as a guide; it has words categorized by parts of speech. Review connector words in the poem and list a few more.</p>	<p>Organism Poem Examples.pdf</p>	5 min.
PRACTICE	-As a class select an animal and write an organism poem together on the board.		10 min.
APPLICATION	<p>-Set students free to work on their own poems (individually or in pairs). They should write a rough draft first, have it edited by the teacher, then write it nicely on a colored piece of paper.</p> <p>-Set out dictionaries or animal-related books to use as inspiration. If there's time, students should read poems aloud.</p>	<p>scrap paper</p> <p>nice paper</p>	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 51
Sloths are slower than monkeys!

		Materials	Time
OBJECTIVES: students will be able to...	-Compare two animals using the comparative form of adjectives. -Identify how many syllables a word contains.		1 hour
KEY VOCABULARY	See Lesson 51-52 Review Sheet		
MOTIVATION	-Write Costa Rican wild animals on the board and number each one (1. Sloth; 2. Toucan; 3. Monkey; etc.) -In a circle, toss the numbered ball around. When students catch the ball, they should look under their right thumb, read that number and the animal it corresponds to, then say a sentence with an adjective that describes the animal. Example: <u>Toucans are colorful.</u>	numbered ball	5 min.
INFORMATION	-Teach the rules of making comparisons by using the chart (see review sheet) and examples. Write some sample sentences as a class. * Teach irregulars too! -With a stack of animal-related adjectives, involve the class in categorizing them into groups by syllables and letter endings (stick on a pre-made poster): <ul style="list-style-type: none"> • 1 syllable ending in -cvc • 1 syllable regular • 2 syllables ending in -y • 2 syllables regular • 3+ syllables 	comparatives chart	20 min.
PRACTICE	-The teacher shows a picture of 2 animals. The class works together to write several sentences comparing the animals by using different adjectives.	Animal Pictures.pdf	10 min.
APPLICATION	-Give an animal picture to each student. Using the Stand-up, Hand-up, Pair-up structure, students move from partner to partner, writing a sentence that compare their animal to their partner's. -Both students will write the same sentence on their papers, then find another partner. Set a minimum number of sentences the students must write before time expires. -When time is up, gather students in a circle. One student begins by reading a sentence that compares their animal to another animal. The person with the animal that was just compared reads a new sentence. Repeat until everyone has spoken.	Animal Pictures.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 52
She is shorter than me!

		Materials	Time
OBJECTIVES: students will be able to...	-Create sentences that describe people by using comparative adjectives.		1 hour
KEY VOCABULARY	See Lesson 51-52 Review Sheet		
MOTIVATION	<p>-Give small groups a paper with 5 columns that have headings related to comparative adjective rules. Also hand out a word bank of adjectives in an envelope about people's physical appearances.</p> <p>-Students work together to categorize adjectives, placing them in the correct columns according to the rules. When finished, evenly distribute the same adjectives written on large strips of card stock to groups. Tell students to refer to their sheet and to stick the adjectives in the correct column on the board (have the five columns pre-drawn).</p> <p>-Review the answers.</p>	<p>5 Column Paper.pdf</p> <p>card stock</p> <p>physical adjectives.pdf</p>	5 min.
INFORMATION	-Review the meanings of the adjectives on the board and the rules of creating comparatives. Together create an example sentence for each of the 5 columns.		15 min.
PRACTICE	-Divide the other words in the same column among the groups of students. Give each group a whiteboard and instruct them to write a sentence using the adjective. Have groups read the sentences aloud. Check for grammar errors, then move to the next column.	<p>whiteboards</p> <p>markers</p> <p>erasers</p>	15 min.
APPLICATION	<p>-Give each table a People Poster. Give 4 index cards to each group. Instruct them to select a person on their poster and write their name on one side of one index card. On the other side, they need to write at least 3 clues about that person by comparing him/her to others.</p> <p>Example:</p> <ul style="list-style-type: none"> • She has longer hair than Julia. • She is more beautiful than Erica. • She is shorter than Alice. <p>-The index cards should be taped (clue side up) to a solid surface. When groups finish, they rotate to a new poster.</p> <p>-At their new posters, students will read through the questions and guess which person is being described. Students can check their answers on the back of the card.</p>	<p>People Posters.pdf</p> <p>index cards</p>	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 53
Opposing Viewpoints

		Materials	Time
OBJECTIVES: students will be able to...	-Debate how one thing is better than another by using comparative adjectives.		1 hour
KEY VOCABULARY	See Lesson 53 Review Sheet		
MOTIVATION	-Hand out People Posters and clues written in lesson 53 to different groups. Groups will work together to read the clues and guess the answer (start on a different poster than what they used in lesson 52). -Students can check their answers on the back of the clue cards.	People Posters.pdf	10 min.
INFORMATION	-Write a debate topic on the board, such as cars versus motorcycles. Ask the class which one they think is better. Have those who think cars are better than motorcycles stand to one side of the room those who think motorcycles are better to go to the other side. -Brainstorm a list of reasons (using comparative adjectives) with each group. Write these points as bullets, not complete sentences, on the board. -Example: <ul style="list-style-type: none"> • Cars: safer – faster – bigger – more comfortable • Motorcycle: - better for long distance – more fun 		10 min.
PRACTICE	-Play the role of a student arguing their point. Speak for 30 seconds straight, defending the opinion of one group by using the bulleted points as a guide. -Switch and defend the other side for 30 seconds.		15 min.
APPLICATION	-Hand out a piece of scratch paper to each student. Give them a topic (two things to compare, like living in the country versus the city) and a couple minutes to decide which is better. Students will jot down notes to explain their reasons. -With notes in hand, students line up in 2 face-to-face lines with opposing viewpoints. One line should speak first for 30 seconds while the other line listens, then vice-versa. Give students a moment to add to or change their argument based on what they just heard. -Switch partners. -If there is enough time, give students a new topic and repeat.	scratch paper	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 54
Setting Class Records

		Materials	Time
OBJECTIVES: students will be able to...	-Describe real-life situations using superlatives.		1 hour
KEY VOCABULARY	See Lesson 53-54 Review Sheet		
MOTIVATION	-Show students a world records book and ask them what they think the title means. Have them create a description/definition of the words "world record." -Tell students that when we compare two things, we use comparative adjectives. But when we compare more (such as all of the people in the world) we need superlatives.	world record book	5 min.
INFORMATION	-Draw the 5-column chart used with comparatives on the board. Put an example adjective in each column. Have students remind you of the rule for each column and write the conjugation in the column. -Add a second row to the column and label it superlatives. Column by column, using the same adjectives as before, teach and model how to change the adjectives into superlatives. *Show irregulars too!		15 min.
PRACTICE	-Pass out whiteboards. Using Costa Rican animals, show two animals and provide an adjective (ex: hummingbird, toucan, small). Students work in pairs to write a sentence comparing the two with a comparative. -Hold whiteboards up on the count of 3. Practice pronunciation. Add in 1 or 2 more animals. Have them rewrite the sentence using a superlative. -Switch animals and repeat.	whiteboards markers erasers Animal Pictures.pdf	15 min.
APPLICATION	-Announce that the class will compete in a series of events to set class records. 1. Have students line up from tallest to shortest. Ask a student to tell you who set the record and what the sentence would be in English (María is the tallest student in class). Ask what the sentence would be for the shortest person. For more, compare people between. 2. Biggest bubble blower 3. Longest jumper 4. Farthest lemon throwers (in pairs) 5. Most accurate lemon throwers (throw into bucket)	lemons gum bucket	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 55
How do you spell it?

		Materials	Time
OBJECTIVES: students will be able to...	-Recite letters of the English alphabet. -Use and respond to the question, "How do you spell?"		1 hour
KEY VOCABULARY	See Lesson 55-56 Review Sheet		
MOTIVATION	-Perform a skit for the class about a misunderstanding that is resolved by spelling a word aloud.	spelling skit.pdf	5 min.
INFORMATION	-Hang up the letters of the alphabet. Teach the pronunciation of each letter, then play or sing the ABC song a few times to practice. -Ask students how to spell certain familiar words and have them spell the words aloud.	Alphabet.pdf	15 min.
PRACTICE	-Team spelling bee. Separate class into 2-3 groups. Give each group a stack of alphabet cards (with some doubles, depending on the word list). Explain that you will say a word and they need to put the letters in order by holding them in front of their bodies. -The first team to spell the word correctly receives a point. If they can spell the word aloud, award another point. Play several rounds.	Alphabet.pdf	15 min.
APPLICATION	-Write the sentence, "How do you spell _____?" on the board and practice pronunciation. -Line students up in face-to-face lines. Give each student a card with a familiar word on it. One line talks first, asking their partner to spell the word on their card. Correct spelling as necessary, then switch roles. -Switch cards and partners.	vocabulary index cards	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 56
Where in the world?

		Materials	Time
OBJECTIVES: students will be able to...	-Formulate and respond to questions regarding personal information and nationality.		1 hour
KEY VOCABULARY	See Lesson 55-56 Review Sheet		
MOTIVATION	-Sing the alphabet song, followed by a ball toss where students ask each other, "How do you spell your name?"	ball	5 min.
INFORMATION	-Teach the names of English-speaking and Central American countries. Practice their pronunciation and locate them on the map. -Teach the nationalities that go along with those countries. Students will write country names and nationalities on the map. The countries to study on the map should be lettered. -Ask the question: "Which country is Mexico?"	review sheet Lettered Map.pdf	15 min.
PRACTICE	-Show the students the interview form. Do not let them write on it yet! Ask them how they would gather the necessary information. As a class, form the questions to fill in these blanks: <ul style="list-style-type: none"> • Name • Hair Color • Eye Color • ID Number • Country of Origin • What is your name? • What color is your hair? • What color are your eyes? • What is your ID number? • Where are you from? 	Identification Cards.pdf Interview Form.pdf	10 min.
APPLICATION	-Have half of the students sit in a horseshoe shape. Give each one an identification card. They will pretend to be that person and answer the questions accordingly. -The other half of the class will sit opposite them with a blank interview form and ask questions from above. -Students will write down their responses and ask for correct spelling if necessary. Have interviewers ask questions for a minute, then rotate. They will probably not get through all the questions on the first few rotations. That's okay — they'll get faster. Rotate through all the interviewers, then switch positions. -Students with identities become interviewers and interviewers receive different identities. Repeat. -Now create 2 groups of students, taking half of the initial interviewer group and half of the interviewee group. These teams sit together and with a whiteboard and marker. Ask the teams questions regarding any of the fake identities. -Example: <ul style="list-style-type: none"> • What is Frank's nationality? • When is Tina's birthday? -Teams should collaborate, use the notes they took, and answer on their whiteboards in complete sentences.	Whiteboards Markers Erasers	25 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 57
I am going to study!

		Materials	Time
OBJECTIVES: students will be able to...	-Create sentences about what people will or will not do in the future.		1 hour
KEY VOCABULARY	See Lesson 57-60 Review Sheet		
MOTIVATION	-Tape 30 familiar pictures of verbs on the board. Line up students relay style and play the fly swatter game to quickly review the verbs.	Verb flashcards.pdf fly swatters	5 min.
INFORMATION	<div><div>-Draw a 3 column X 4 row chart on the board. -Model some sample sentences: What are you going to do tomorrow? When will you go to the river? -Write possible answers in the correct boxes on the chart. Discuss/write in the formula: </div></div>		

Lesson 58
Prediction, Plan, or Willingness?

		Materials	Time
OBJECTIVES: students will be able to...	-Determine whether to use “going to” or “will” when using the simple future tense.		1 hour
KEY VOCABULARY	See Lesson 57-60 Review Sheet		
MOTIVATION	-Hand out the future tense document and give students some time to work together and fill in the blanks with information from lesson 58. Review answers and practice pronunciation as a class.	future tense 1.pdf	5 min.
INFORMATION	-Teach 3 different cases for using will versus going to: prediction, prior plan and willingness. Give examples of sentences using each and discuss their meaning. -Write them in 3 columns on the board.		15 min.
PRACTICE	-Hand out a sentence strip to each student. They should read their sentence and decide what the speaker is showing: prediction, prior plan or willingness. Students will tape their sentence in the appropriate column. Read through each sentence as a class to check for understanding. -Have students work in pairs to fill in either “going to” or “will” on the back of their future tense document, depending on context.	sentence strips.pdf future tense 2.pdf	15 min.
APPLICATION	-Assign new partners and give each pair of students a dialogue with blanks. They should work together to fill in “going to” or “will” appropriately, depending on context. -Pairs should present their dialogues to the class.	dialogues	25 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 59
What are you going to do today?

		Materials	Time
OBJECTIVES: students will be able to...	-Create and respond to questions in the future tense, using “will” and “be going to.”		1 hour
KEY VOCABULARY	See Lesson 57-60 Review Sheet		
MOTIVATION	-Write several simple questions on the board using “going to” and “will” and a variety of question words (ex: Who are they going to visit tomorrow?). Possible answers to the questions should be written on paper strips and distributed to students, who will tape them next to the questions they answer.	Warm-up questions and answers.pdf	5 min.
INFORMATION	-Read through the questions and answer with the class. Discuss the meaning of each particular question word and point out any words a question might trigger as a response (ex: Where? indicates a place; Who? indicates a person; When? indicates a time). -Read through the questions and answers aloud and practice pronunciation.		15 min.
PRACTICE	-Students work in pairs to arrange scrambled sentences (questions) in the future tense. Three questions should be cut up into individual words and mixed into an envelope. -Once students think they have correctly arranged the questions, they should raise their hand and read them to the teacher. They should also give possible answers to the questions.	scrambled sentences	15 min.
APPLICATION	-Put students in groups of 3 at tables. Hand each group a paragraph written about someone’s plans for the weekend. -After reading it together, groups should write 5 questions about the reading on a separate piece of paper. -When they are finished, have students pass the paragraphs and questions to the group to their left. Each group should read a new paragraph and answer the questions. -To finish, groups can pass questions and answers back to its original group to check for accuracy.	Plans for the weekend.pdf	20 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Lesson 60
What will you do after class?

		Materials	Time
OBJECTIVES: students will be able to...	-Identify and use time clauses (using words like when, before, after, as soon as, until and while) in the future.		1 hour
KEY VOCABULARY	See Lesson 57-60 Review Sheet		
MOTIVATION	-To review asking and answering questions in the future tense, write several questions on slips of paper. On other strips of paper write possible answers to those questions. -Pass out the slips of paper to the students and have them search for the person holding the question (if they're holding the answer), or the answer (if they're holding a question). -Once everyone finds their match, students read them aloud to the class.	question and answer strips	5 min.
INFORMATION	-Write the following sentences on the board before class begins: <ul style="list-style-type: none"> • When I see my mother, I will give her a big hug. • Marlene is going to learn to swim before she goes to the beach • After he studies for his English test, he is going to watch TV. • We will eat dinner as soon as I cook the pasta • They are going to wait here until Fernando arrives. • While I ride the bus, I will read my book. -Explain that a time clause tells when an action will occur. Use the first sentence as an example and underline the time clause. -Ask students to read the other sentences and identify the time clauses. Explain the meanings of when, before, after, as soon as, until and while. -Ask students to determine based on the examples where in the sentence a time clause can go (end or beginning). Point out that verbs in time clauses are simple present. -Ask them to notice what needs to follow time clauses if they are used at the beginning of a sentence (a comma).		15 min.
PRACTICE	-Have several sentences with time clauses written in large lettering on pieces of card stock (one word per paper). Give the card stock to some students and have them arrange the sentence in front of class with help from their classmates. Students should read sentences aloud.	card stock	10 min.
APPLICATION	-Write several questions using time clauses on the board. Have students pick 4-5 to answer on a piece of paper. <ul style="list-style-type: none"> • Where are you going to go when English class ends tonight? • What will you do after you learn English? • How many children will you have before you turn 50 years old? • Where will you go during Christmas vacation? • Who will you talk to while you eat dinner tonight? • What are you going to do as soon as you get home tonight? • What will you do before you eat lunch tomorrow? • How many tamales will you make during the Christmas season? -Students should write answers in complete sentences that include the time clause. One by one, read the questions aloud and have students share their responses.	paper	25 min.
CLOSING	Five minutes in Spanish for questions and review.		5 min.

Review Sheets

Worksheets to help your students practice in the classroom or at home



Hello!

INTRODUCTIONS AND PROFESSIONS

*How
are
you?*

Greetings:

good morning, good afternoon, good evening,
hello, hi, hey

How are you?

I'm great, I'm well, I'm fine, I'm okay
(thank you, thanks). And you?

What is your name?

My name is _____. I'm _____.

It's nice to meet you.

It's nice to meet you too.

Goodbyes:

goodbye, bye, see you later, goodnight (night only)

Professions

actor/actress: *actor/actriz*

astronaut: *astronauta*

athlete: *atleta*

artist: *artista*

baker: *panadero(a)*

bus driver: *chofer del bus*

businessman/buisnesswoman:

hombre/mujer de negocios

butcher: *carnicero*

chef: *cocinero(a)*

construction worker:

constructor(a)

dentist: *dentista*

doctor: *doctor(a)*

farmer: *agricultor*

firefighter: *bombero(a)*

guide: *guía*

housewife: *ama de casa*

lawyer: *abogado(a)*

mail carrier: *cartero*

musician: *músico(a)*

nurse: *enfermero(a)*

pilot: *piloto*

police officer: *policía*

secretary: *secretaria*

student: *estudiante*

tailor: *sastre*

teacher: *maestro(a)*

truck driver: *chofer de camión*

waiter/waitress: *mesero/mesera*

EXAMPLE CONVERSATION

Anna: Hello.

Paul: Good morning!

Anna: How are you?

Paul: I'm great, thank you. And you?

Anna: I'm well, thanks. What is your name?

Paul: My name is Paul. What is your name?

Anna: I'm Anna.

Paul: It's nice to meet you, Anna.

Anna: It's nice to meet you too, Paul.

Paul: See you later!

TO BE

I am	we are
you are	you (all) are
he/she/it is	they are

I – *yo*

you – *usted*

he – *él*

she – *ella*

it – *la cosa*

we – *nosotros*

you all – *ustedes*

they – *ellos/ellas*

EXAMPLES

I am a teacher.

You are a student.

She is a doctor.

He is a firefighter.

We are lawyers.

You all are tailors.

They are dentists.



What do you do? I am a farmer.
What does she do? She is a farmer.
What does he do? He is a farmer.
What do they do? They are farmers.
What do you all do? We are farmers.



Let's practice!

Please respond.

1. What is your name?

2. How are you?

3. What do you do?

4. What does *Ricky Martin* do?

5. What does *Maribel Guardia* do?

6. What do *your friends* do? (*sus amigos*)

7. What does Franklin Chang do?

8. What does *your mother* do? (*su mamá*)

Answers:
1. My name is _____.
2. I'm (great, well, fine, okay), thank you.
3. I am a (student, teacher, housewife, etc.)
4. He is a musician.
5. She is an actress. (Usamos "an" en vez de "a" aquí porque la palabra que sigue, *actress*, empieza con una vocal (a, e, i, o, u).
6. They are (students, farmers, lawyers, etc.)
7. He is an astronaut. (Usamos "an" en vez de "a" aquí porque la palabra que sigue, *astronaut*, empieza con una vocal (a, e, i, o, u).
8. She is a (housewife, baker, doctor, etc.).

Where are you from?



Where are you from? I am from _____.

Interjections: Really? Wow! That's (cool, awesome, neat, nice, great)!

EXAMPLE CONVERSATION

Tina: Hello!
José: Good evening!
Tina: How are you?
José: I'm well, thank you. And you?
Tina: I'm fine, thanks. What do you do?
José: I'm a farmer. What do you do?
Tina: I'm an astronaut.
José: Really? An astronaut? Awesome!
Tina: What is your name?
José: My name is José Rivas. What is your name?
Tina: I'm Tina Smith.
José: Nice to meet you, Tina.
Tina: Nice to meet you too, José.
José: Bye!
Tina: See you later.

Where are you from?

I am from La Rambla.

Where is he from?

He is from Puerto Viejo.

Where is she from?

She is from Manzanillo.

Where are you all from?

We are from Quepos.

Where are they from?

They are from San José.

Interjections

Really? -- ¿En serio?
Wow! -- Wow!
Holy cow! -- ¡híjole!
(That's) cool! -- ¡tuanis!
(That's) awesome! -- ¡genial!
(That's) neat! -- ¡Interesante!
(That's) nice. -- Qué bueno.
(That's) great! -- ¡excelente!

EXAMPLES:

I am from Heredia.
You are from San José.
She is from Puntarenas.
He is from San Carlos.
We are from Desamparados.
You all are from Costa Rica.
They are from Guanacaste.

Let's practice!

Please respond.

1. Where are you from?

2. Where is *Laura Chinchilla* from?

3. Where is *your father* from? (*su papá*)

4. Where is your English teacher from?

Please fill in the blanks.

Rebeca: Hello! How _____ you?

Alberto: _____ great, thank you. What is _____ name?

Rebeca: My name is Rebeca. _____ is your name?

Alberto: I'm Alberto. Where are _____ from?

Rebeca: I am _____ San Carlos. Where are you from?

Alberto: I am from Limón. It's nice to _____ you, Rebeca.

Rebeca: It's nice to meet you _____, José!

Answers:

1. I am from Costa Rica. (I am from San José/Heredia/Alajuela, etc.)

2. She is from Costa Rica.

3. He is from Costa Rica. (He is from San Carlos, Limón, Desamparados, etc.)

4. He/she is from _____.

Rebeca: Hello! How are you?

Alberto: I'm great, thank you. What is your name?

Rebeca: My name is Rebeca. What is your name?

Alberto: I'm Alberto. Where are you from?

Rebeca: I'm from San Carlos. Where are you from?

Alberto: I am from Limón. Nice to meet you, Rebeca.

Rebeca: Nice to meet you too, José!

Family members

How old are you?

I am twenty-five years old.

I am twenty-five.

Do you have any sisters?

Yes, I have a sister.

No, I do not have any sisters. (No, I don't have any sisters.)



NUMBERS

0 zero	16 sixteen
1 one	17 seventeen
2 two	18 eighteen
3 three	19 nineteen
4 four	20 twenty
5 five	30 thirty
6 six	40 forty
7 seven	50 fifty
8 eight	60 sixty
9 nine	70 seventy
10 ten	80 eighty
11 eleven	90 ninety
12 twelve	100 one hundred
13 thirteen	1,000 one thousand
14 fourteen	1,000,000 one million
15 fifteen	

Family

Mother / mom : *madre / mamá*

Father / dad : *padre/ papá*

Brother : *hermano*

Sister : *hermana*

Siblings : *hermanos*

Uncle : *tío*

Aunt : *tía*

Husband : *esposo*

Wife : *esposa*

Grandmother / grandma : *abuela*

Grandfather / grandpa : *abuelo*

Cousin : *primo / prima*

Niece : *sobrina*

Nephew : *sobrino*

Son : *hijo*

Daughter : *hija*

Children : *hijos*

Grandson : *nieto*

Granddaughter : *nieta*

Great-grandmother / grandma : *bisabuela*

Great-grandfather / grandpa : *bisabuelo*

Stepmother / stepmom : *madrastra*

Stepfather / stepdad : *padrastra*

Stepbrother : *hermanastro*

Stepsister : *hermanastra*

Stepson : *hijastro*

Stepdaughter: *hijastra*

Father-in-law : *suegro*

Mother-in-law : *suegra*

Brother-in-law : *cuñado*

Sister-in-law : *cuñada*

Son-in-law : *verno*

Daughter-in-law : *nuera*

Let's practice!

Please respond.

1. How old are you?

2. How old is your mother?

3. Do you have any brothers?

4. Do you have any sisters?

5. Do you have any aunts?

6. Do you have any uncles?

7. Do you have a grandfather?

8. Do you have any great-grandmothers?

Answers:

1. I am _____ years old.
2. She is _____ years old.

3. Yes, I have a brother. / No, I do not have any brothers. / Yes, I have _____ brother(s).
4. Yes, I have a sister. / No, I do not have any sisters. / Yes, I have _____ sister(s).
5. Yes, I have an aunt. / No, I do not have any brothers. / Yes, I have _____ aunt(s).
6. Yes, I have an uncle. / No, I do not have any uncles. / Yes, I have _____ uncle(s).
7. Yes, I have a grandfather. / No, I don't have any grandfathers. / Yes, I have _____ grandfather(s).
8. Yes, I have a great-grandmother. / No, I don't have any great-grandmothers. / Yes, I have _____ great-grandmother(s).

Physical Characteristics

Do you have any sisters?:

Yes, I have ____ sisters.

No, I don't have any sisters.

Do you have two sisters?

Yes, I do.

No, I don't.

What does he/she look like?

He/she is (tall, chubby, dark-skinned, etc.)

He/she has (blonde hair, green eyes, freckles, etc.)

Is he/she (short, beautiful, bald, etc.)?

Yes, he/she is.

No, he/she isn't.

Does he/she have (red hair, brown eyes, wavy hair, etc.)?

Yes, he/she does.

No, he/she doesn't.

Physical Characteristics

Use with TO BE

(He/she is _____.)

Bald: *calvo/a*

Beautiful: *hermoso/a*

Chubby: *gordito/a*

Fat: *gordo/a*

Hairy: *peludo/a*

Handsome: *guapo*

Old: *viejo/a*

Pretty: *bonito/a*

Short: *bajo/a*

Skinny: *flaco/a*

Tall: *alto/a*

Thin: *esbelto/a*

Ugly: *feo/a*

Young: *joven*

TO HAVE

I have	we have
you have	you (all) have
he/she/it has	they have

Use with TO HAVE

(He/she has _____.)

Black hair: *pelo negro*

Blonde hair: *pelo rubio*

Blue eyes: *ojos azules*

Brown eyes: *ojos cafés*

Brown hair: *pelo café*

Curly hair: *pelo rizado*

Dark skin: *piel oscura*

Freckles: *pecas*

Gray hair: *pelo gris*

Green eyes: *ojos verdes*

Light skin: *piel clara*

Long hair: *pelo largo*

Red hair: *pelo rojo*

Short hair: *pelo corto*

Straight hair: *pelo lacio*

Wavy hair: *pelo ondulado*

STATEMENTS

I am tall.

You are tall.

He is tall.

She is tall.

We are tall.

You (all) are tall.

They are tall.

I have green eyes.

You have green eyes.

He has green eyes.

She has green eyes.

We have green eyes.

You all have green eyes.

They have green eyes.

QUESTIONS

Am I tall?

Are you tall?

Is he tall?

Is she tall?

Are we tall?

Are you (all) tall?

Are they tall?

Do I have green eyes?

Do you have green eyes?

Does he have green eyes?

Does she have green eyes?

Do we have green eyes?

Do you all have green eyes?

Do they have green eyes?

Let's practice!

Please respond.

1. Do you have two grandmothers?

2. Do you have five cousins?

3. What do you look like?

4. What does Laura Chinchilla look like?

5. What does your brother look like? (*su hermano*)

6. Is Franklin Chang chubby?

7. Is Shakira beautiful?

8. Does your English teacher have blonde hair?

Answers:

1. Yes, I do. / No, I don't.
2. Yes, I do. / No, I don't.
3. I am (tall, thin, pretty, dark-skinned, hairy, etc.)
4. She is (short, pretty, thin, etc.) OR She has (brown hair, brown eyes, long hair, etc.)
5. He is (handsome, tall, light-skinned, bald etc.) OR He has (green eyes, straight hair, brown hair, etc.)
6. Yes, he is. / No, he isn't.
7. Yes, she is. / No, she isn't.
8. Yes, he/she does. OR No, he/she doesn't.

Possessive Adjectives

Possessive adjectives: my, your, his, her, our, your, their

TO BE

I am	we are
you are	you (all) are
he/she/it is	they are

My mother: *mi madre*

Your grandfather: *tu/su abuelo (de ti/ de usted)*

His children: *sus hijos (los hijos de él)*

Her sister: *su hermana (la hermana de ella)*

Our siblings: *nuestros hermanos*

Your grandchildren: *sus nietos (los nietos de ustedes)*

Their aunt: *su tía (la tía de ellos/ellas)*

TO HAVE

I have	we have
you have	you (all) have
he/she/it has	they have

Examples:

My mother has red hair.

My father is bald.

Your grandfather is sixty-three.

Your sister is skinny.

His children are tall.

His wife has freckles.

Her sister is a teacher.

Her brother is tall.

Our siblings have brown eyes.

Our uncles are firefighters.

Your grandchildren are short.

Your son is handsome.

Their aunt is beautiful.

Their mother is a doctor.

Fill in the blank with **I have** or **I am**.

1. _____ green eyes.

2. _____ black hair.

3. _____ short.

4. _____ a man.

5. _____ curly hair.

6. _____ old.

7. _____ freckles.

8. _____ bald.

9. _____ chubby.

10. _____ a woman.

11. _____ dark skin.

12. _____ skinny.

----- Let's Practice! -----

Please respond.

13. What does *your father* do?

14. How old is *your mother*?

15. Where is *your family* from?

16. What does *your mother* do?

17. How old is *your grandmother*?

18. How old are *your siblings*?

19. What do *your siblings* do?

20. How old are *you*?

Answers:

13. My father is a(n) (doctor, farmer, bus driver, etc.)
14. My mother is (sixty-two, thirty-nine, eighty-four, etc.) years old.
15. My family is from (Heredia, San José, Nicaragua, etc.)
16. My mother is a(n) (housewife, nurse, teacher, police officer, etc.)
17. My grandmother is (ninety-seven, fifty, seventy-four, etc.) years old.
18. My siblings are (thirteen, thirty-eight, forty-six, etc.)
19. My siblings are (farmers, actors, truck drivers, businessmen, etc.)
20. I am (twenty-five, thirty-one, etc.) years old.
1. I have green eyes.
2. I have black hair.
3. I am short.
4. I am a man.
5. I have curly hair.
6. I am old.
7. I have freckles.
8. I am bald.
9. I am chubby.
10. I am a woman.
11. I have dark skin.
12. I am skinny.

What does (your friend) look like?

She is tall, she is young, she has blonde hair, she has green eyes, etc.

What is (your friend) like? He is funny, nice, intelligent, brave, rude, etc.

Personality Traits



EXAMPLE CONVERSATION

Lisa: Hello, Frank!

Frank: Hi, Lisa. How are you?

Lisa: I'm well, thanks. How are you?

Frank: I'm great. Lisa, do you have a husband?

Lisa: Yes, I have a husband. His name is Dave.

Frank: Do you have any sisters?

Lisa: Yes, I have a sister.

Frank: Really? How old is she?

Lisa: She's 28.

Frank: Wow! What does she look like?

Lisa: She's tall and thin. She has dark skin and brown eyes. She has long, black wavy hair.

Frank: She's beautiful!

Lisa: Yes, she is very pretty.

Frank: What is she like?

Lisa: She's kind of dumb, very greedy and rude.

Frank: Oh, no. That's too bad. See you later!



Personality adjectives

Active: *activo/a*

Brave: *valiente*

Cowardly: *miedoso/a*

Dishonest: *no honesto/a*

Dumb: *tonto/a*

Funny: *cómico/a*

Generous: *generoso/a*

Greedy: *avaricioso/a*

Honest: *honesto/az*

Ignorant: *ignorante*

Impatient: *impaciente*

Intelligent: *inteligente*

Lazy: *perezoso/a*

Loud: *ruidoso/a*

Outgoing: *extrovertido/a*

Patient: *paciente*

Polite: *bien educado/a*

Quiet: *callado/a*

Rude: *mal educado/a*

Serious: *serio/a*

Shy: *tímido/a*

Smart: *listo/a*

She is **very** pretty. – *Ella es **muy** bonita.*

He is **kind** of tall. – *El es **un poco** alto.*

She is **not** skinny. – *Ella **no es** flaca.*

Let's Practice!

Write the **OPPOSITE** of each adjective.

1. Funny: _____

2. Shy: _____

3. Active: _____

4. Dishonest: _____

5. Smart: _____

6. Rude: _____

Please respond.

7. What does your best friend look like? _____

8. What does your mother look like? _____

9. What is your best friend like? _____

10. What is your father like? _____

Please match the person to his or her description.

- | | |
|----------------------|------------------------------------------|
| 11. Santa Claus | He is active, kind and very brave. |
| 12. Mother Teresa | She is intelligent, outgoing and polite. |
| 13. Superman | She is generous, kind and patient. |
| 14. Osama Bin Laden | He is generous, nice, and honest. |
| 15. Laura Chinchilla | He is mean, dishonest and cowardly. |

Answers:
1. Funny → serious
2. Shy → outgoing
3. Active → lazy
4. Dishonest → honest
5. Smart → dumb
6. Rude → polite
7. My best friend is (tall, skinny, short, old, bald...) and he/she has (green eyes, curly hair, short blonde hair...)
8. My mother is (tall, skinny, short, old, beautiful...) and she has (green eyes, curly hair, short blonde hair...)
9. My best friend is (funny, serious, shy, loud, active, polite, generous...)
10. My father is (funny, serious, shy, loud, active, polite, generous...)
11. Santa Claus: He is generous, nice and honest.
12. Mother Teresa: She is generous, kind and patient.
13. Superman: He is active, kind and very brave.
14. Osama Bin Laden: He is mean, dishonest and cowardly.
15. Laura Chinchilla: She is intelligent, outgoing and polite.

Parts of the body

What does he look like? He is tall, middle-aged and handsome. He has short brown hair, blue eyes and light skin. He has big eyes, fat cheeks and thin lips.

What does she look like? She is short, pretty and young. She has long curly blonde hair, green eyes and freckles. She has long eyelashes, blonde eyebrows and big lips.

She has **very** beautiful eyes.
*Ella tiene ojos **muy** bonitos.*

He is **kind of** old.
*El es **un poco** viejo.*

She is **not** short.
*Ella **no es** baja.*

He has **big** ears.
*El tiene orejas **grandes**.*

She has **small** hands.
*Ella tiene manos **pequeñas**.*

He has **fat** cheeks.
*El tiene mejillas **gordas**.*

She has **thin** arms.
*Ella tiene brazos **delgados**.*

He has an **ugly** nose.
*El tiene una nariz **fea**.*

She has **pretty** hair.
*Ella tiene cabello **bonito**.*

He has a **long** moustache.
*El tiene bigotes **largos**.*

She has **short** legs.
*Ella tiene piernas **cortas**.*

She has **wide** hips.
*Ella tiene caderas **anchas**.*

He has a **narrow** waist.
*El tiene una cintura **estrecha**.*



I have **a** beautiful nose.
Tengo una nariz hermosa.

I have **beautiful** eyes.
Tengo ojos bonitos.

Cuando hablamos de sólo una cosa, tenemos que decir:

*"I have **a** beautiful nose."*

Cuando son varias cosas, decimos:

*"I have beautiful **eyes**."*

Parts of the body

ankle(s): *tobillo(s)*

arm(s): *brazo(s)*

back: *espalda*

beard: *barba*

belly: *panza*

body: *cuerpo*

cheek(s): *mejilla(s)*

chest: *pecho*

chin: *barbilla*

ear(s): *oreja(s)*

eye(s): *ojo(s)*

eyebrow(s): *ceja(s)*

eyelash(es): *pestañas*

face: *cara*

finger(s): *dedo(s)*

foot (feet): *pie(s)*

forehead: *frente*

hand(s): *mano(s)*

head: *cabeza*

hip(s): *cadera(s)*

knee(s): *rodilla(s)*

leg(s): *pierna(s)*

lip(s): *labio(s)*

moustache: *bigote*

mouth: *boca*

neck: *cuello*

nose: *nariz*

shoulder(s): *hombro(s)*

toe(s): *dedo(s) de pie*

tongue: *lengua*

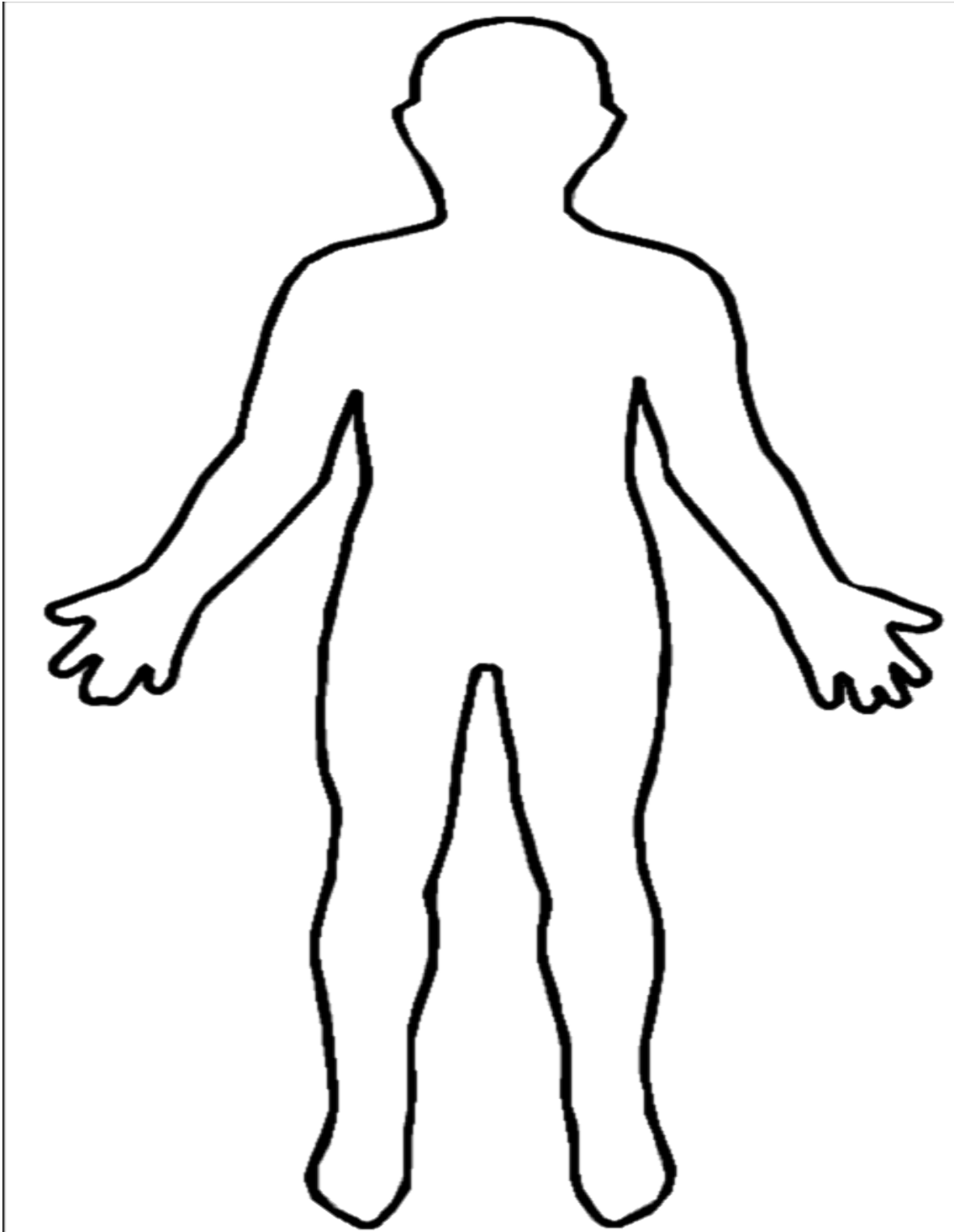
tooth (teeth): *diente(s)*

waist: *cintura*

wrist(s): *muñeca(s)*

Let's practice!

Please label the body with the body parts.



Clothing and things you wear

bathing suit: *traje de baño*

belt: *faja*

boots: *botas*

bracelet: *pulsera*

coat: *abrigo*

dress: *vestido*

earrings: *aretes*

glasses: *anteojos*

gloves: *guantes*

hat: *gorra, sombrero*

jacket: *chaqueta*

necklace: *collar*

pants: *pantalones*

pijamas: *pijamas*

raincoat: *capa*

ring: *anillo*

sandals: *sandalias*

scarf: *bufanda*

shirt: *camisa*

shoes: *zapatos*

shorts: *pantalones cortos*

skirt: *enagua*

socks: *medias*

suit: *traje*

sweater: *suéter*

T-shirt: *camiseta*

tank top: *camiseta sin mangas*

tennis shoes: *tenis*

tie: *corbata*

underwear: *ropa interior*

vest: *chaleco*

watch: *reloj*

Clothing



What are you wearing?

I am wearing a purple shirt.

I am wearing green pants.

What is he/she wearing?

He/She is wearing a yellow hat.

He/She is wearing pink socks.

What are you all wearing?

We are wearing underwear.

What are they wearing?

They are wearing necklaces.

red: rojo

blue: azul

green: verde

yellow: amarillo

orange: anaranjado

brown: café

black: negro

white: blanco

purple: morado

pink: rosado

gray: gris

Let's practice!



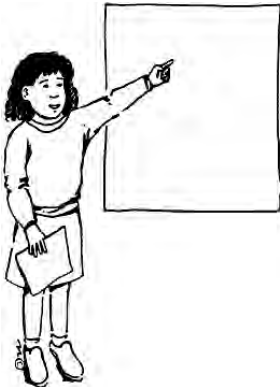
← 1. What are they wearing?

2. What is he wearing? →



← 3. What is he wearing?

4. What is she wearing? →



← 5. What is she wearing?

6. What is he wearing? →



← 7. What is he wearing?

Answers:

1. They are wearing raincoats and boots.
2. He is wearing a tie, shirt, belt and pants.
3. He is wearing a shirt, hat, shorts and shoes.
4. She is wearing earrings.
5. She is wearing a sweater, skirt and shoes.
6. He is wearing glasses and a T-shirt.
7. He is wearing a hat and a scarf.

Lesson 15-16 Review

Things we like to do and things we have to do

- to **brush** your hair: *cepillarse el pelo.*
- to **brush** your teeth: *cepillarse los dientes*
- to **buy** groceries: *comprar comestibles*
- to **clean** the house: *limpiar la casa*
- to **cook** breakfast/lunch/dinner: *cocinar el desayuno/el almuerzo/la cena*
- to **dance**: *bailar*
- to **do** the laundry: *lavar la ropa*
- to **do** homework: *hacer la tarea*
- to **draw**: *dibujar*
- to **drink** coffee: *tomar café*
- to **drive** to work: *manejar al trabajo*
- to **eat** breakfast/lunch/dinner: *desayunar/almorzar/cenar*
- to **exercise**: *hacer ejercicios*
- to **get** dressed: *vestirse*
- to **go** for a walk: *ir a caminar*
- to **go** home: *ir a casa*
- to **go** to the bathroom: *ir al baño*
- to **go** to school: *ir a la escuela/al colegio*
- to **learn** English: *aprender inglés*
- to **listen** to music: *escuchar música*
- to **make** the bed: *tender la cama*
- to **mop** the floor: *limpiar el piso*
- to **play**: *jugar*
- to **put on** makeup: *maquillarse*
- to **read** the newspaper: *leer el periódico*
- to **relax**: *relajarse*
- to **run**: *correr*
- to **sing**: *cantar*
- to **study** English/math/science/social studies, etc.: *estudiar inglés, matemáticas, ciencias, estudios sociales, etc.*
- to **sweep** the floor: *barrer*
- to **swim**: *nadar*
- to **take** a shower: *bañarse/ ducharse*
- to **take out** the garbage: *sacar la basura*
- to **talk** on the phone. *hablar por teléfono*
- to **travel**: *viajar*
- to **wake up**: *despertarse*
- to **wash** the dishes: *lavar los trastes*
- to **wash** the windows: *limpiar las ventanas*
- to **wash** your face: *lavarse la cara*
- to **write**: *escribir*
- to **work**: *trabajar*

I LIKE TO...



In a conversation...

It's nice to see you!
-It's nice to see you too!

Thank you!
-You're welcome.

TO LIKE

I like	we like
you like	you (all) like
he/she/it likes	they like

<u>Positive statements:</u>	<u>Negative statements:</u>
I like to play soccer.	I don't like to play soccer.
You like to cook breakfast.	You don't like to cook breakfast.
He likes to do the laundry.	He doesn't like to do the laundry.
She likes to sing.	She doesn't like to sing.
We like to read the newspaper.	We don't like to read the newspaper.
You like to do homework.	You don't like to do homework.
They like to relax.	They don't like to relax.

Let's practice!

Please respond.

1. Do you like to make your bed?

2. Do you like to relax?

3. Does your mother like to exercise?

4. Do your parents like to learn English?

5. What does he like to do?



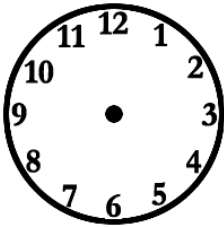
6. What does he like to do?



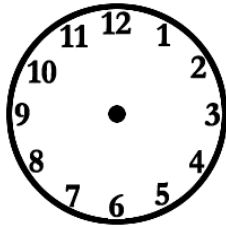
Answers:

1. Yes, I like to make my bed. / No, I don't like to make my bed.
2. Yes, I like to relax. / No, I don't like to relax.
3. Yes, she likes to exercise. / No, she doesn't like to exercise.
4. Yes, they like to learn English. / No, they don't like to learn English.
5. He likes to read. / He likes to study. / He likes to do his homework.
6. He likes to sing. / He likes to talk.

Time and Daily Routines



What time is it?
It's seven o'clock.
It's seven.



What time is it?
It's three o'clock.
It's three.

What time is it?

It's six o'clock.

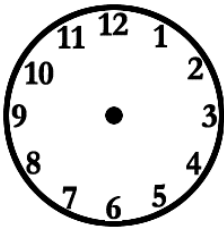
It's eight forty-five.

It's quarter after three. Etc...

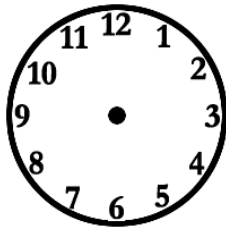
What do you do at 5:00?

I wake up at 5:00.

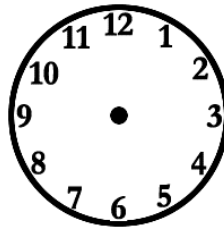
At 5:00, I wake up.



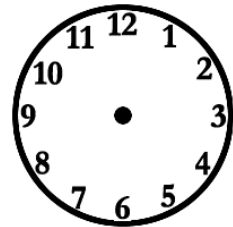
What time is it?
It's one thirty.
It's half past one.



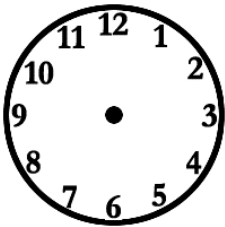
What time is it?
It's four thirty.
It's half past four.



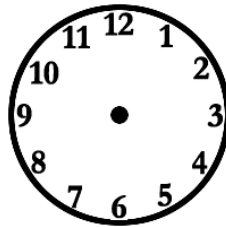
What time is it?
It's seven forty-five.
It's quarter to eight.



What time is it?
It's nine fifteen.
It's quarter after nine.



What time is it?
It's six seventeen.
It's seventeen after six.



What time is it?
It's four fifty-one.
It's nine to five.

Clock vocabulary

clock: reloj (de pared o escritorio)

watch: reloj (de la muñeca)

small hand/hour hand: manilla
pequeña/manilla de la hora

big hand/minute hand: manilla
grande/manilla de los minutos

hour: hora

minute: minuto

quarter after/past: cuarto después

quarter to: un cuarto para las ____

half past two: las dos y media

twenty after: veinte minutos después

twenty to: veinte minutos para las ____

a.m.: de la mañana

p.m.: de la tarde

I wake up at 5:00 in the morning.
You wake up at 5:00 in the morning.
He **wakes** up at 5:00 in the morning.
She **wakes** up at 5:00 in the morning.
We wake up at 5:00 in the morning.
You all wake up at 5:00 in the morning.
They wake up at 5:00 in the morning.

Lesson 17-18 Review

VERBS IN SIMPLE PRESENT TENSE (verbos en el presente simple)

TO SLEEP (DORMIR)	
I sleep	we sleep
you sleep	you (all) sleep
he/she/it sleeps	they sleep

TO STUDY (ESTUDIAR)	
I study	we study
you study	you (all) study
he/she/it studies	they study

TO WASH (LAVAR)	
I wash	we wash
you wash	you (all) wash
he/she/it washes	they wash

TO DO (HACER)	
I do	we do
you do	you (all) do
he/she/it does	they do

TO GO (IR)	
I go	we go
you go	you (all) go
he/she/it goes	they go

TO PLAY (JUGAR)	
I play	we play
you play	you (all) play
he/she/it plays	they play

TO BRUSH (CEPILLAR)	
I brush	we brush
you brush	you (all) brush
he/she/it brushes	they brush

TO CLEAN (LIMPIAR)	
I clean	we clean
you clean	you (all) clean
he/she/it cleans	they clean

TO BUY (COMPRAR)	
I buy	we buy
you buy	you (all) buy
he/she/it buys	they buy

TO LIKE (GUSTAR)	
I like	we like
you like	you (all) like
he/she/it likes	they like

TO EAT (COMER)	
I eat	we eat
you eat	you (all) eat
he/she/it eats	they eat

TO GET (PONERSE/CONSEGUIR)	
I get	we get
you get	you (all) get
he/she/it gets	they get

TO LEARN (APRENDER)	
I learn	we learn
you learn	you (all) learn
he/she/it learns	they learn

TO PUT (PONER)	
I put	we put
you put	you (all) put
he/she/it puts	they put

Chubby Charlie's daily routine

There is a boy whose name is Chubby Charlie.

Chubby Charlie is a student and is 12 years old.

On Mondays, Chubby Charlie wakes up at 5:00 in the morning.

He makes his bed at 5:05.

He takes a shower at 5:10. He likes to sing in the shower.

In the shower, he washes his face.

At 5:25, he gets dressed.

He likes to wear his black shoes, blue pants and white shirt.

At 5:45, Chubby Charlie eats breakfast.

He likes to eat breakfast!

At 6:10, he brushes his white teeth and his curly black hair.

At 6:20 in the morning, he sweeps the floor.

He walks to school at 6:30 a.m.

He likes to learn English. He studies English at 8:50.

At 11:45, Chubby Charlie eats lunch.

He likes to eat lunch.

At 3:30, Chubby Charlie goes home.

He relaxes at 4:00 and drinks juice.

At 4:45 he does his English homework.

At 5:15 he listens to music.

He plays soccer with his brothers at 5:30 in the afternoon.

He likes to run, play and exercise.

At 6:30 he draws with his big sister.

He likes to draw.

He eats dinner with his family at 7:00.

He washes the dishes at 7:20 p.m.

At 7:35, he takes out the garbage.

At 7:40, he reads the newspaper with his dad.

At 8:00 he talks to his girlfriend, Skinny Sally, on the phone.

Skinny Sally is very beautiful, tall, and has long brown hair.

At 8:30 in the evening he brushes his teeth.

At 8:45, he puts on his purple and green pajamas.

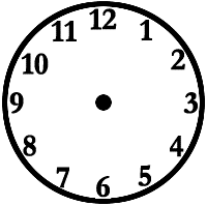
At 9:00, he goes to bed and reads.

At 9:30, Chubby Charlie goes to sleep.

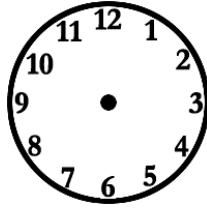
Lesson 19 Review

Let's practice!

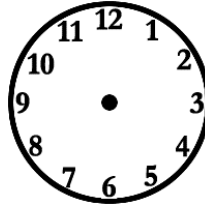
Draw the hands on the clocks.



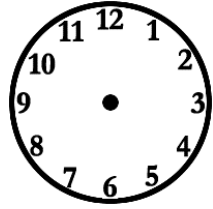
It's seven o'clock



It's four thirty



It's five forty-five



It's a quarter to eleven

Positive statements:

I play soccer.

You cook breakfast.

He does the laundry.

She makes the bed.

We read the newspaper.

She washes the windows.

You all do homework.

They take out the garbage.

Negative statements:

I **don't** play soccer.

You **don't** cook breakfast.

He **doesn't** do the laundry.

She **doesn't** make the bed.

We **don't** read the newspaper.

She **doesn't** wash the windows.

You all **don't** do homework.

They **don't** take out the garbage.

1. Do you mop the floor?

2. Do you read the newspaper?

3. Does your mom like to wash the dishes?

Change Karen's daily routine below to MY daily routine.

Karen's daily routine

Karen wakes up at 6:05 in the morning. She takes a shower, brushes her hair, gets dressed, and makes her bed. At 6:30, she cooks breakfast and drinks coffee. She likes to read the newspaper too. She drives to work at 7:30. At 12:00, she eats lunch and drinks juice. At 4:15, she goes home. At home, she mops the floor, sweeps the floor and takes out the garbage. She eats dinner at 7:30. At 8:00, she relaxes and listens to music. She brushes her teeth at 9:30 and goes to sleep at 10:00.

My daily routine

I _____ up at 6:05 in the morning. I _____ a shower, _____ hair, _____ dressed, and _____ bed. At 6:30, I _____ breakfast and _____ coffee. I _____ to read the newspaper too. I _____ to work at 7:30. At 12:00, I _____ lunch and _____ juice. At 4:15, I _____ home. At home, I _____ the floor, _____ the floor and _____ out the garbage. I _____ dinner at 7:30. At 8:00, I _____ and _____ to music. I _____ teeth at 9:30 and _____ to sleep at 10:00.

Read the daily routine and answer the questions.

Danny is very lazy. He wakes up at 10:30 in the morning. He washes his face, makes his bed and gets dressed. He likes to wear his brown shoes, blue pants, yellow socks and green t-shirt. His mother cooks breakfast and Danny eats and drinks coffee at 11:30. He brushes his black hair at 11:50 and brushes his teeth.

At 12:00 he goes to school. At school, he learns English and Spanish. At 1:00 he eats lunch, and at 3:00 Danny goes home. He likes to relax and drink juice at 4:00. At 5:00 Danny talks on the phone and listens to music. His mother sweeps the floor, washes the windows, does the laundry and cooks dinner. Danny does not sweep, wash, do laundry, or cook. At 7:00 he eats dinner and he relaxes until 9:00. At 9:10 he puts on his red and white pajamas and goes to sleep.

4. At what time does Danny wake up?

5. What does Danny like to wear?

6. Does Danny cook his breakfast?

7. What color hair does Danny have?

8. Does Danny sweep the floor?

Answers:

1. Yes, I mop the floor. / No, I don't mop the floor.
2. Yes, I read the newspaper. / No, I don't read the newspaper.
3. Yes, she likes to wash the dishes. / No, she doesn't like to wash the dishes.
4. Danny wakes up at 10:30 a.m.
5. Danny likes to wear his brown shoes, blue pants, yellow socks and green t-shirt.
6. No, Danny doesn't cook his breakfast. His mother cooks his breakfast.
7. Danny has black hair.

My daily routine
I wake up at 6:05 in the morning. I take a shower, brush my hair, get dressed, and make my bed. At 6:30, I cook breakfast and drink coffee. I like to read the newspaper too. I drive to work at 7:30. At 12:00, I eat lunch and drink juice. At 4:15, I go home. At home, I mop the floor, sweep the floor and take out the garbage. I eat dinner at 7:30. At 8:00, I relax and listen to music. I brush my teeth at 9:30 and go to sleep at 10:00.



Adverbs of Frequency



What day is today?

Days of the Week

Monday: *lunes*

Tuesday: *martes*

Wednesday: *miércoles*

Thursday: *jueves*

Friday: *viernes*

Saturday: *sábado*

Sunday: *domingo*

day: *día*

tomorrow: *mañana*

yesterday: *ayer*

How often do you clean the house?

I **always** clean the house. (*siempre*)

I **almost always** clean the house. (*casi siempre*)

I **frequently** clean the house. (*frecuentemente*)

I **usually** clean the house. (*usualmente*)

I **often** clean the house. (*a menudo*)

I **sometimes** clean the house. (*a veces*)

I **occasionally** clean the house. (*de vez en cuando*)

I **seldom** clean the house. (*pocas veces*)

I **almost never** clean the house. (*casi nunca*)

I **never** clean the house. (*nunca*)

I clean the house **every day**. (*todos los días*)

I clean the house **every morning**. (*todas las mañanas*)

I clean the house **every afternoon**. (*todas las tardes*)

I clean the house **every night**. (*todas las noches*)

Example sentences:

I always drive to work on Mondays. **OR** On Mondays I always drive to work.

You frequently cook dinner on Tuesdays. **OR** On Tuesdays you frequently cook dinner.

She sometimes goes for a walk on Wednesdays. **OR**

On Wednesdays she sometimes goes for a walk.

He often visits his parents on Thursdays. **OR** On Thursdays he often visits his parents.

We seldom study English on Fridays. **OR** On Fridays we seldom study English.

You all often watch TV on Saturdays. **OR** On Saturdays you all often watch TV.

They never wash the dishes on Sundays. **OR** On Sundays they never wash the dishes.

NEW VERBS



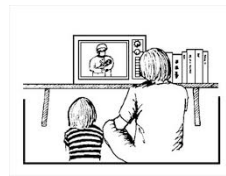
ride your bike



use the computer



wash your hands



watch TV



play sports

His Weekly Routine

On Mondays he always wakes up at 5:00
And he's so happy to be alive
On Tuesdays he often sweeps the floor
And always drinks his coffee at 4:00
On Wednesdays he calls his dad at 1:00
And then he exercises and runs
On Thursdays he always reads the news
And wears his favorite yellow shoes
On Fridays he often visits his mother
And then plays sports with his brother
On Saturdays he sleeps in until ten
And sometimes studies with his friends
On Sundays he eats breakfast late
And likes to go to sleep at 8:00

Jazz Chants!

My Daily Routine

I wake up in the morning
And make my bed
I take a cold shower
And wash my head
I brush my teeth
And brush my hair
I put on my socks
And underwear
I eat my breakfast
And wash my plate
I always hurry
So I'm not late!

Pronunciation Practice

2. Change HIS Weekly Routine to MY Weekly Routine.

1. Put these words into the correct categories according to their final sound:

- brushes
- bikes
- walks
- drives
- washes
- cooks
- draws
- talks
- has

On Mondays I always wake up at 5:00
And I'm so happy to be alive
On Tuesdays I often sweep the floor
And always drink my coffee at 4:00
On Wednesdays I call my dad at 1:00
And then I exercise and run
On Thursdays I always read the news
And wear my favorite yellow shoes
On Fridays I often visit my mother
And then play sports with my brother
On Saturdays I sleep in until ten
And sometimes study with my friends
On Sundays I eat breakfast late
And like to go to sleep at 8:00

brushes = /Iz/
bikes = /s/
walks = /s/
drives = /z/
washes = /Iz/
cooks = /s/
draws = /z/
talks = /s/
has = /z/

Answers:

/s/

wakes
sweeps
drinks
visits
sports
sleeps
eats
likes

- 1.
- 2.
- 3.
- 4.

/z/

Mondays
Tuesdays
Wednesdays
Thursdays
Fridays
Saturdays
Sundays
always
he's
his
calls
runs
reads
sometimes
news
wears
shoes
plays
studies
friends

- 1.
- 2.
- 3.

/Iz/

exercises

- 1.
- 2.

MONTHS OF THE YEAR AND ORDINAL NUMBERS

When is your birthday? My birthday is April 13th.
When is his birthday? His birthday is November 8th.

Ordinal numbers:

Números ordinales

first (1st): 1^o
 second (2nd): 2^o
 third (3rd): 3^o
 fourth (4th): 4^o
 fifth (5th): 5^o
 sixth (6th): 6^o
 seventh (7th): 7^o
 eighth (8th): 8^o
 ninth (9th): 9^o
 tenth (10th): 10^o
 eleventh (11th): 11^o
 twelfth (12th): 12^o
 thirteenth (13th): 13^o
 fourteenth (14th): 14^o

fifteenth (15th): 15^o
 sixteenth (16th): 16^o
 seventeenth (17th): 17^o
 eighteenth (18th): 18^o
 nineteenth (19th): 19^o
 twentieth (20th): 20^o
 twenty-first (21st): 21^o
 twenty-second (22nd): 22^o
 twenty-third (23rd): 23^o
 twenty-fourth (24th): 24^o
 twenty-fifth (25th): 25^o
 twenty-sixth (26th): 26^o
 twenty-seventh (27th): 27^o
 twenty-eighth (28th): 28^o
 twenty-ninth (29th): 29^o
 thirtieth (30th): 30^o
 thirty-first (31st): 31^o

Months of the year:

los meses del año

January: *enero*
 February: *febrero*
 March: *marzo*
 April: *abril*
 May: *mayo*
 June: *junio*
 July: *julio*
 August: *agosto*
 September: *septiembre*
 October: *octubre*
 November: *noviembre*
 December: *diciembre*

FOOD

What is this? This is **a** pear. This is **a** carrot. This is **a** hamburger.

What is this? This is **an** apple. This is **an** orange. This is **an** egg.

What is this? This is **some** rice. This is **some** lettuce. This is **some** tea.

What do you want? I want **a** milkshake.

What do you want? I want **an** avocado.

What do you want? I want **some** rice and beans.

*Recuerde que los sustantivos en inglés pueden ser **contables** o **no contables**. Los **contables** se pueden usar con "a" o "an" y también tienen una forma plural (oranges, hot dogs). Los **no contables** se usan con "some" y no tienen ninguna forma plural.*

También usamos "some" cuando sólo queremos una parte de algo más grande. Por ejemplo, si usted dice "I want a chicken," usted va a recibir un pollo entero. Pero si dice "I want some chicken," recibirá una parte del pollo, como la pechuga.

*En las siguientes listas, las palabras **no contables** están señaladas con un *.*

Fruits: *frutas*

apple(s): *manzana(s)*
 avocado(s): *aguacate(s)*
 banana(s): *banano(s)*
 blackberry(ies): *mora(s)*
 cherry(ies): *cereza(s)*

coconut(s): *coco(s)*
 grape(s): *uva(s)*
 lemon(s): *limón(es)*
 mango(es): *mango(s)*
 melon(s): *melon(es)*
 orange(s): *naranja(s)*
 papaya(s): *papaya(s)*

peach(es): *melocotón(es)*
 pear(s): *pera(s)*
 pineapple(s): *piña(s)*
 plantain(s): *plátano(s)*
 strawberry(ies): *fresa(s)*
 tomato(es): *tomate(s)*
 watermelon(s): *sandía(s)*

Vegetables: *verduras*

beet(s): *remolacha(s)*
broccoli*: *brócoli*
cabbage*: *repollo*
carrot(s): *zanahoria(s)*
cassava(s): *yuca(s)*
cauliflower*: *coliflor*
celery*: *apio*
cilantro*: *culantro*
corn*: *elote*
cucumber(s): *pepino(s)*
eggplant(s): *berenjena(s)*
garlic*: *ajo*
green bean(s): *vainica(s)*
lettuce*: *lechuga*
mushroom(s):
champiñones
onion(s): *cebolla(s)*
pepper(s): *chile(s)*
potato(es): *papa(s)*
spinach*: *espinaca*
squash(es):
ayote(s)/calabaza(s)
zucchini(s): *zucchini(s)*

Condiments:

condimentos

ketchup: *salsa de tomate*
mayonaisse: *mayonesa*
mustard: *mostaza*
pepper: *pimienta*
salsa: *pico de gallo*
salt: *sal*
sauce: *salsa*
spices: *especias*
sugar: *azúcar*

Dairy Products:

Productos lácteos

butter*: *mantequilla*
cheese*: *queso*
cream cheese*:
queso crema
ice cream*: *helado*
milk*: *leche*
sour cream*: *natilla*
yogurt*: *yogur*

Grains: *cereales*

bread*: *pan*
cereal*: *cereal*
oatmeal*: *avena*
pasta*: *pastas*
rice*: *arroz*

Ways to prepare food:

Maneras de preparar la comida

baked: *horneado*
boiled: *hervido*
breaded: *empanizado*
chopped: *picado*
cooked: *cocinado*
fried: *frito*
grilled: *a la plancha*
mashed: *puré*
scrambled: *revuelto*
steamed: *al vapor*

Meats and Proteins:

carnes y proteínas

bean(s): *frijol(es)*
beef*: *carne de res*
chicken(s): *pollo(s)*
egg(s): *huevo(s)*
fish: *pescado(s)*
ham(s): *jamón(es)*
lamb(s): *cordero(s)*
pork*: *cerdo*
sausage(s):
salchichón(es)
shrimp(s):
camarón(es)
tuna*: *atún*

Main Dishes /

Entrees:

platos fuertes

hamburger(s):
hamburguesa(s)
hot dog(s): *perro(s)*
caliente(s)
lasagna*: *lasaña*
omelette(s):
omelet(es)
pancake(s): *arepa(s)*
pizza(s): *pizza(s)*
pork chop(s):
chuleta(s)
sandwich(es):
sándwich(es)
soup(s): *sopa(s)*
spaghetti*: *espagueti*
steak(s): *bistec*

Drinks: *bebidas*

coffee*: *café*
hot chocolate*:
chocolate caliente
juice*: *jugo*
milkshake(s):
batido(s)
soda(s): *refresco(s)*
tea*: *té*
water*: *agua*

Desserts: *postres*

cake(s): *pastel(es)*
candy(ies): *confite(s)*
cookie(s): *galleta(s)*
rice pudding*: *arroz con leche*

Side Dishes: *platos para acompañar*

french fry(ies):
papa(s) frita(s)
salad(s): *ensalada(s)*
toast*: *pan tostado*
tortilla(s): *tortilla(s)*

Appetizers /

Snacks:

Entradas / refrigerios

chip(s): *papitas*
cracker(s): *galletas saladas*
popcorn*: *palomitas de maíz*

What is *olla de carne*? *Olla de carne* is beef and vegetable soup.

What are tortillas made of? Tortillas are made of cooked corn, water and salt.

What is a *gallito*? _____

At the restaurant

Questions in a restaurant:

Possible answers:

Would you like some **French fries**?

Yes, please. / Yes, I would.
No, thank you. / No, I wouldn't.

What would you like to **eat**?

I would like **a** salad, please.
I'd like **an** apple, please.*
I'd like **some** mashed potatoes, please.*

What would you like to **drink**?

I'd like a banana milkshake, please.*
I'd like some orange juice, please.*

Do you have any **appetizers**?

Yes. Our appetizers are...
No, we don't have any appetizers.

Do you have any **apple juice**?

Yes, we do.
No, we don't have any apple juice.

May I have a **Coke**, please?

Yes. / Of course. / Just a moment. / Here you go.

Would you like **more** soup?

Yes, please. / No thank you.

Would you like **another** sandwich?

Yes, please. / No, thank you.

How is the **fish** prepared?

The **fish** is fried.

*Recuerde que **I'd** es una contracción de **I would**. La contracción normalmente se usa en conversación hablada, mientras **I would** se usa más de manera escrita.

Other important phrases:

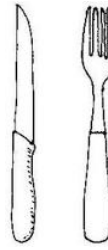
This watermelon is **good**! ¡Esta sandía está buena!
This cake is **great**! ¡Este queque está excelente!
This pizza is **delicious**! ¡Esta pizza está deliciosa!
This hamburger is **tasty**! ¡Esta hamburguesa sabe rica!

This milkshake is **bad**. Este batido está malo.
This sandwich is **horrible**. Este sándwich está horrible.

Good morning, **miss**. Buenos días, señorita.
Good afternoon, **ma'am**. Buenas tardes, señora.
Good evening, **sir**. Buenas noches, señor.



Please label the pictures.



Prepositions *in* and *on*

The water is **in** the glass.
The pork chop is **in** the frying pan.
The cherries are **in** the bowl.
The carrots are **in** the pot.

Cuando nos referimos a la comida, usamos "in" cuando la comida está dentro de un recipiente. Si el recipiente tiene bordes para retener algo, normalmente se requiere el uso de "in."

The pizza is **on** the pan.
The chicken is **on** the plate.
The vegetables are **on** the plate.
The cookies are **on** the saucer.

Cuando nos referimos a la comida, usamos "on" cuando una comida está encima de un recipiente o plato que no tiene bordes altos.

Write 5 sentences using foods and dishes with the prepositions *in* and *on*.

1. _____

2. _____

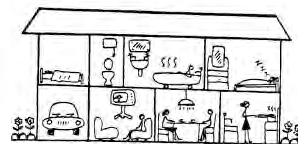
3. _____

4. _____

5. _____



The Parts of the House



Rooms in the house

bathroom: *el baño*
 bedroom: *el cuarto*
 dining room: *el comedor*
 garage: *el garaje*
 kitchen: *la cocina*
 laundry room: *cuarto de pilas*
 living room: *la sala*
 office: *el estudio*

Other house vocabulary

ceiling: *el cielo raso*
 chimney: *la chimenea*
 door: *la puerta*
 floor: *el piso*
 garden: *el jardín*
 hallway: *el pasillo*
 lawn: *el césped*
 porch: *el corredor*
 roof: *el techo*
 wall: *la pared*
 window: *la ventana*

Items in the house

armchair(s): *sillón(es)*
 bathtub(s): *bañera(s)*
 bed(s): *cama(s)*
 blanket(s): *cobija(s)*
 blender(s): *licuadora(s)*
 broom(s): *escoba(s)*
 brush(es): *cepillo(s)*
 cd player(s): *tocadiscos*
 chair(s): *silla(s)*
 closet(s): *ropero(s)*
 Coffee Maker(s): *coffeemaker(s)*
 coffee table(s): *mesa(s) baja(s)*
 computer(s): *computadora(s)*
 cupboard(s): *alacena(s)*
 dishes: *trastes*
 dresser(s): *ropero (con gavetas)*
 DVD player(s): *dvd*
 fan(s): *abanico(s)*
 fireplace(s): *estufa(s)*
 freezer(s): *congelador(es)*
 garbage can(s): *basurero(s)*
 iron(s): *plancha(s)*
 kettle(s): *tetera(s)*
 lamp(s): *lámpara(s)*
 light(s): *luz (luces)*
 microwave(s): *microondas*
 mirror(s): *espejo(s)*
 mop(s): *trapo(s)*
 oven(s): *horno(s)*
 phone(s): *teléfono(s)*
 pillow(s): *almohada(s)*
 picture(s): *cuadro(s)*
 pots and pans: *ollas(s)*
 radio(s): *radio(s)*
 refrigerator(s): *refrigerador(es)*
 rug(s): *alfombra(s)*
 sheet(s): *sábana(s)*
 shelf (shelves): *estante(s)*
 shower(s): *ducha(s)*
 silverware: *cubiertas*
 sink(s): *pila(s) / lavamanos*
 soap: *jabón*
 sofa(s): *sofá(s)*
 stove(s): *cocina(s)*
 television / t.v. (s): *televisor(es)*
 toilet(s): *inodoro(s)*
 toilet paper: *papel higiénico*
 toothbrush(es): *cepillo(s) de dientes*
 toothpaste: *pasta de dientes*
 washing machine(s): *lavadora(s)*

EXAMPLE SENTENCES

There is a table in the kitchen. *Hay una mesa en la cocina.*
There isn't a table in the kitchen.* *No hay una mesa en la cocina.*
There are two sofas in the living room. *Hay dos sofás en la sala.*
There aren't any sofas in the living room. ** *No hay ningún sofá en la sala.*

*Recuerde que **"isn't"** es una contracción de las palabras **"is"** y **"not."**
 ** **"Aren't"** es una contracción de las palabras **"are"** y **"not."**

This is Maria's house. *Esta es la casa de Maria.*
 There are two chairs in Samuel's bedroom. *Hay dos sillas en el cuarto de Samuel.*

Please respond in complete sentences.

1. What is there in your bedroom?

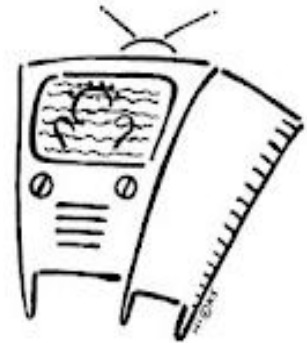
2. Is there an oven in your kitchen?

3. What is there in your living room?

4. What is on your bed?

5. Are there any televisions in your house?

6. Is there a garage in your house?



Answers:

1. In my bedroom there is / there are _____. **OR** There is / There are _____ in my bedroom.
2. Yes, there is an oven in my kitchen. (Yes, there is.) **OR** No, there isn't an oven in my kitchen. (No, there isn't.)
3. In my living room there is / there are _____. **OR** There is / There are _____ in my living room.
4. On my bed there is / there are _____. **OR** There is / There are _____ on my bed.
5. Yes, there are televisions in my house. (Yes, there are.) **OR** No, there aren't any televisions in my house. (No, there aren't.)
6. Yes, there is a garage in my house. (Yes, there is.) **OR** No, there isn't a garage in my house. (No, there isn't.)

School Supplies and Prepositions



Prepositions Song

In, on, under (x2)
In front of (x2)
Beside, behind (x2)
In front of (x2)

Prepositions

In: *en / dentro de*
On: *en / encima de*
Under: *debajo de*
In front of: *en frente de*
Beside: *al lado de*
Behind: *detrás de*
Next to: *al lado de*
On top of: *en / encima de*
Above: *encima de*
Below: *debajo de*
Between: *entre*

Where is the pen?

The pen is on the table.
It is on the table.
It's on the table.

Where are the scissors?

The scissors are next to the notebook.
They are next to the notebook.
They're next to the notebook.

On Top of Spaghetti Song

On top of spaghetti,
All covered with cheese,
I lost my poor meatball
When somebody sneezed.

It rolled off the table,
And onto the floor,
And then my poor meatball
Rolled out of the door.

It rolled through the garden,
And under a bush,
And then my poor meatball
was nothing but mush.

The mush was as tasty,
As tasty could be,
And then my poor meatball
Grew into a tree.

The tree was all covered,
All covered with moss,
And on it grew meatballs
And tomato sauce.

So if you eat spaghetti,
All covered with cheese,
Hold on to your meatball
Whenever you sneeze.

Items in a classroom or office

backpack: *mochila*
binder: *carpeta (dura)*
book: *libro*
calculator: *calculadora*
calendar: *calendario*
chair: *silla*
chalk: *tiza*
chalkboard: *pizarra*
classroom: *aula*
colored pencil: *lápiz de color*
crayon: *crayola*
desk: *escritorio/pupitre*
envelope: *sobre*
eraser: *borrador*
folder: *carpeta*
glue: *goma/pegamento*
highlighter: *resaltador*
hole punch: *saca huecos*
rubber band: *goma*
marker: *marcador*
notebook: *cuaderno*
notepad: *libreta*
paint: *pintura*
paintbrush: *pincel*
paper clip: *clip*
pen: *lapicero*
pencil: *lápiz*
pencil case: *estuche*
pencil sharpener: *maquinilla*
ruler: *regla*
scissors: *tijeras*
staple: *grapa*
stapler: *grapadora*
table: *mesa*
tape: *cinta*
white out: *corrector*

Let's Practice!

Match the pictures with the descriptions below.



A



B



C



D



E

1. The teacher is between the desk and the chalkboard. ____
2. The student is in the desk. ____
3. The computer is on the table. ____
4. The boy is next to the garbage can. ____
5. The books are under the boy. ____



Answer the following questions with complete sentences.

6. Where are the books?

7. Where are the papers?

8. Where is the pencil?

9. Where is the teacher?

Possible answers:
 1. B 2. E 3. A 4. C 5. D
 6. The books are on the desk / next to the papers / beside the papers / on top of the desk.
 7. The papers are in front of the teacher / on the desk / between the papers / on top of the desk.
 8. The pencil is between the apple and the papers / beside the apple / next to the papers / in front of the teacher / on the desk / on top of the desk.
 9. The teacher is on the chair / behind the desk / behind the papers.

Giving Directions

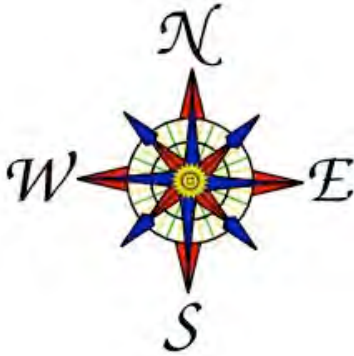
This, that, these and those

What is **this**?
*¿Qué es **esto**?*

That is a house.
***Esta** es una casa.*

What are **these**?
*¿Qué son **estos**?*

Those are trees.
***Esos** son árboles.*



Giving directions

How can I get to the bank?

- Go 3 blocks West.
- Turn left.
- Go 1 block straight.
- Stop.
- The bank is on the right.

Cardinal directions

North: *norte*

South: *sur*

East: *este*

West: *oeste*

Commands

Bend down: *agáchese*

Go back: *vaya para atrás*

Go 3 blocks: *vaya 3 cuabras*

Go under: *pase debajo de*

Hop: *brinque*

Pick up: *recoja*

Put down: *ponga*

Put in: *meta*

Step over: *pase sobre*

Sit down: *siéntese*

Stand up: *levántese*

Take 4 steps: *dé 4 pasos*

Take out: *saque*

Turn around: *dé vuelta*

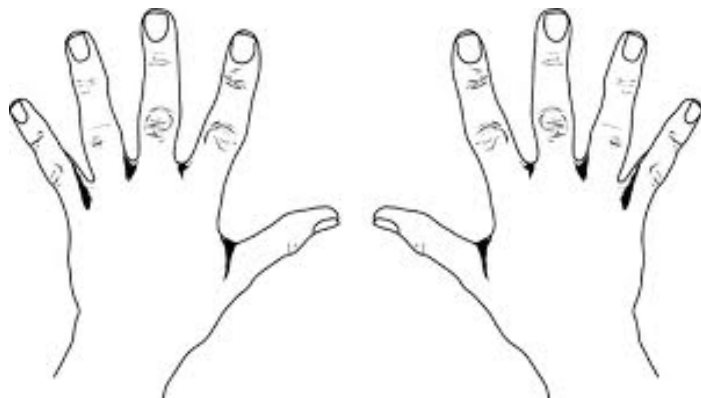
Turn (to the) left: *doble a la izquierda*

Turn (to the) right: *doble a la derecha*

Walk: *camine*

Ways to measure distance

Blocks: *cuabras*
Kilometers: *kilómetros*
Meters: *metros*
Miles: *millas*
Steps: *pasos*



Left

Right

Excuse me sir, could you help me please?

Of course!

How can I get to the hospital?

Go 6 blocks North, turn left, go 3 blocks straight, turn right, and the hospital is on the left.

Okay! Thank you very much!

You're very welcome.

Let's practice!

To answer the questions below, use the map with letters A-K.

1. How do you get from the church to the gas station?

2. How do you get from the post office to the hospital?

3. How do you get from the bakery to the park?

Follow these directions on the map.

4. Start between the church and the bank (A). Go four blocks East. Turn right. Go two blocks straight. **What is on the left?**

5. Start between the police station and the hotel (D). Go three blocks North. Turn right. Go two blocks East. Turn right. Go one block straight. **What is on the right?**

6. Start next to the hospital (K). Go one block North. Turn right. Go five blocks straight. Turn left. Go two blocks straight. **What is on the left?**

Possible answers:
1. Go two blocks South. Turn left. Go four blocks East.
The gas station is on the left.
2. Go one block South. Turn right. Go three blocks straight. The hospital is on the left.
3. Go two blocks West. Turn right. Go three blocks straight. The park is on the left.
4. The bakery
5. The restaurant
6. The school

Directions and Present Progressive

Where can I find a doctor?

You can find a doctor at the hospital.

Where can I mail a letter?

You can mail a letter at the post office.

Where can I buy an umbrella?

You can buy an umbrella at the store.

Where can I get a phone card?

You can get a phone card at the general store.

Where can I use a computer?

You can use a computer at the Internet Café.

Where can I make some photocopies?

You can make some photocopies at the stationery store.

Where can I fix my bicycle?

You can fix your bicycle at the mechanic shop.

Where can I catch a taxi?

You can catch a taxi at the park.

Where can I see a dentist?

You can see a dentist at the dentist's office.

*Recuerde que la primera parte de la respuesta es opcional; también se puede decir solamente "at the _____."

Give directions from English class to your house.

Where can you buy a cake?

Where can you get gas?

Where can you catch a bus to San José?

New vocabulary

ATM: *cajero automático*

boyfriend: *novio*

car: *carro*

clinic: *clínica*

courthouse: *juzgado*

dentist's office: *oficina del dentista*

gas: *gasoline*

girlfriend: *novia*

kilometer: *kilómetro*

letter: *carta*

meter: *metro*

motorcycle: *motocicleta*

mountain: *montaña*

movie: *película*

package: *paquete*

pay phone: *teléfono público*

phone call: *llamada telefónica*

phone card: *tarjeta telefónica*

photocopy: *fotocopia*

postcard: *carta postal*

stationery store: *librería*

ticket: *tiquete/pasaje*

umbrella: *sombrilla*

Excuse me, sir, could you help me please?

Of course!

Where can I catch a bus to Puerto Viejo?

You can catch a bus to Puerto Viejo at the bus stop.

How do I get to the bus stop?

Go 25 meters North, turn left at the church, and go 400 meters straight. Turn right and go 4 kilometers South, then turn right at the intersection. The bus stop is on the right.

Okay. Thank you very much!

You're very welcome.

Present progressive tense

I
you
he/she/it
we
they
you (all)

+

to be
in
simple
present
tense

+

verb

+

-ing

I am drinking milk.
Yo estoy tomando leche.

You are driving to work.
Usted está manejando al trabajo.

He is cleaning the house.
El está limpiando la casa.

She is playing soccer.
Ella está jugando fútbol.

We are using the computer.
Nosotros estamos usando la computadora.

They are eating lunch.
Ellos están almorzando.

You all are fixing the bike.
Ustedes están arreglando la bici.

Are you **reading**?
Yes, I'm **reading**.
No, I'm not **reading**.

Is she **going** to school today?
Yes, she's **going** to school today.
No, she isn't **going** to school today.

Is he **doing** his homework?
Yes, he's **doing** his homework.
No, he's not **doing** his homework.

Are we **riding** the bus tomorrow?
Yes, we're **riding** the bus tomorrow.
No, we're not **riding** the bus tomorrow.

Are they **cooking** dinner tonight?
Yes, they're **cooking** dinner tonight.
No, they're not **cooking** dinner tonight.

Excepciones:

-Cuando el verbo termina en "e," la "e" se quita antes se añadirle la terminación "-ing."
drive → driving live → living have → having

-Cuando el verbo termina en un consonante seguido por una vocal estresada y otro consonante, la última letra se duplica antes de añadirle la terminación "-ing."

*la última letra de los verbos que terminan en -x no se duplican. **(fix)**
stop → stopping get → getting run → running

-Cuando el verbo termina en "-ie," la "-ie" se cambia por "y" antes de añadirle la terminación "-ing."
lie → lying tie → tying die → dying

New verbs

catch: *atrapar, coger*
climb: *subir, escalar, trepar*
hit: *pegar*
hold: *sostener*
jump: *saltar, brincar*
kayak: *hacer kayaking*
kiss: *besar*
lift: *alzar*
pull: *jalar*
raft: *hacer rafting*
ride: *andar a (caballo, bici)*
shave: *afeitar*
sit: *sentarse*
snorkel: *hacer snorkeling*
take: *tomar*

Fill in the blanks with the *present progressive* form of the verb on the left.

- Ernesto is _____ the mountain today.
- Nancy is _____ her boyfriend.
- Are you _____ in the river tomorrow?
- Miguel is _____ in front of Noemi in the English class.
- I am _____ the bus to Puerto Viejo this morning.
- Who is _____ the picture?
- Robert, stop _____ on the bed!

Answers:

- climbing
- kissing
- rafting OR kayaking
- sitting
- catching OR riding OR taking
- taking
- jumping OR sitting OR climbing

Present progressive tense

I am **studying** English.
 You are **cooking** dinner.
 She is **eating** an empanada.
 He is **listening** to the radio.
 We are **walking** to class.
 They are **looking** for their dog.
 You all are **riding** the bus to the park.

En estos ejemplos, usamos el presente progresivo para una acción que está pasando en este momento.

El presente progresivo también se usa para hacer declaraciones acerca de nuestros pensamientos, opiniones y creencias. Mientras en español se dice "Yo pienso que **ver** televisión es aburrido," en inglés decimos, "I think **watching** tv is boring."

Otros ejemplos de este uso del presente progresivo:

Exercising every day is healthy.
(Hacer ejercicios todos los días es saludable.)

Eating fruits and vegetables is importante.
(Comer frutas y verduras es importante.)

Playing soccer with my friends is fun.
(Jugar fútbol con mis amigos es divertido.)

You think **learning** English is exciting.
(Usted cree que aprender inglés es emocionante.)

We believe **smoking** is dangerous.
(Nosotros creemos que fumar es peligroso.)

Useful phrases

How much does it cost? *¿Cuánto cuesta?*
 -It costs 350 colones.

When does the bus depart? *¿Cuándo sale el bus?*
 -The bus departs at 7:30.

What time does the plane arrive? *¿A qué hora llega el avión?*
 -The plane arrives at 2:15.

What is the status of flight number 23? *¿Qué es el estado del vuelo número 23?*
 -It's delayed.

Stating Opinions and Travel

New adjectives

annoying – *molesito*
 bad – *malo*
 boring – *aburrido*
 cancelled – *cancelado*
 cool – *chiva, tuanis, pura vida*
 comfortable – *cómodo*
 crazy – *loco*
 dangerous – *peligroso*
 delayed – *retrasado*
 exciting – *emocionante*
 fast – *rápido*
 fun – *divertido*
 good – *bueno*
 healthy – *saludable*
 important – *importante*
 interesting – *interesante*
 late – *tarde*
 on time – *a tiempo*
 relaxing – *relajante*
 round trip – *de ida y vuelta*
 safe – *seguro*
 scary – *espantoso*
 slow – *lento*
 stressful – *estresante*
 uncomfortable – *incomodo*
 unhealthy – *no saludable*

Para hacer que un adjetivo sea negativo, se agrega la palabra "not" antes del adjetivo:

Playing golf is **not** fun.
 Eating at McDonalds is **not** healthy.

arrive – *llegar*
 get to – *llegar*

depart – *salir*
 leave – *salir*





He is taking a **boat** to China.

The man is riding a **horse**.



The children are riding the school **bus**.

Walking is healthy.



Sometimes the president rides in a **helicopter**.

I think riding in a **submarine** is exciting.



I don't like riding in an **ambulance**.

She is taking a **taxi** to the bank.



My friend Robert rides a **motorcycle** every day.

Do you ride a **bicycle** to work?



They ride the **train** on Thursdays.

Fernando drives a **truck** every day.



I think riding a **sailboat** is very fun.

Flying in a **plane** is very fast way to travel.



I like taking the **subway**.

Sometimes driving a **car** is dangerous.



Travel words

aisle – *pasillo*
flight – *vuelo*
luggage – *maletas*
passenger – *pasajero*
seat – *asiento*
status – *estado*
suitcase – *valija*
ticket – *tiquete/pasaje*

At the bus station

Ticket salesman: Good afternoon, sir. How can I help you?

James: Hi. I would like to buy a ticket.

Ticket salesman: Okay, where are you traveling?

James: I'm going to San José.

Ticket salesman: The buses depart at 9:00, 10:00, 11:00 and 11:30. When would you like to leave?

James: Hmmm... 10:00, please. What time does the bus arrive in San José?

Ticket salesman: The 10:00 bus arrives at 11:30.

James: That's perfect.

Ticket salesman: Here is your ticket, sir.

James: Thank you very much.

Buying Groceries



<u>Useful phrases</u>	<u>Frases útiles</u>
Asking for an item:	Preguntando por una cosa:
Do you have sugar? -No, I don't.	¿Tiene usted azúcar? -No, no lo tengo.
Do you sell salt? -Yes, I do.	¿Vende usted sal? -Sí, la vendo.
Asking for the price:	Preguntando por el precio:
How much does rice cost? - Rice costs 840 colones.	¿Cuánto cuesta el arroz? -El arroz vale 840 colones.
How much does it cost? - It costs 840 colones.	¿Cuánto cuesta? -Cuesta 840 colones.
How much do carrots cost? - Carrots cost 45 colones.	¿Cuánto cuestan las zanahorias? -Las zanahorias cuestan 45 colones.
How much do they cost? - They cost 45 colones.	¿Cuánto cuestan? -Cuestan 45 colones.
How much do I owe you? -630 colones, please. (Only for the end of the transaction.)	¿Cuánto le debo? -630 colones, por favor. (Sólo para el final de la transacción.)
Negotiating the price:	Negociando el precio:
That's too expensive!	¡Es demasiado caro!
How about.... 200 colones?	¿Qué le parece.... 200 colones?
Okay, that's a good price.	Está bien, es un buen precio.
That's a good deal.	Eso es un buen negocio. (Me parece bien.)
That's very cheap.	Eso es muy barato.
Buying the item:	Comprando algo:
I'd like a <u>bar of soap</u> , please.	Me gustaría una <u>barra de jabón</u> , por favor. (Sustantivo contable)
I'd like some <u>carrots</u> , please.	Me gustaría unas <u>zanahorias</u> , por favor. (Sustantivo contable plural)
I'd like some <u>rice</u> , please.	Me gustaría un poco de <u>arroz</u> , por favor. (Sustantivo no contable)
May I have three apples, please?	¿Podría tener tres manzanas, por favor?

New vocabulary

bar of soap:
barra de jabón

change:
cambio

corn flour:
masa

customer:
cliente

dish soap:
jabón para trastes

dry milk / powdered milk:
leche en polvo

each:
cada uno

flour:
harina

laundry soap:
jabón para ropa

noodles:
fideos

salesperson:
vendedor

salt:
sal

soup package:
paquete de sopa

sugar:
azúcar

vegetable oil:
aceite vegetal



	wheat flour	18 eggs	vegetable oil	dry milk	salt	soup packets	tuna
Margarita's General Store	340 colones	1,200 colones	550 colones	280 colones	310 colones	220 colones	675 colones
Harold's Cheap Store	480 colones	1,225 colones	600 colones	250 colones	300 colones	215 colones	650 colones
Helena's General Store	400 colones	1,150 colones	510 colones	300 colones	295 colones	245 colones	660 colones
Sam's Grocery Store	425 colones	1,300 colones	525 colones	360 colones	400 colones	250 colones	700 colones
Great Prices General Store	375 colones	1,500 colones	650 colones	275 colones	300 colones	200 colones	725 colones

Answer these questions about the general stores.

1. At Helena's General Store, how much does vegetable oil cost?

2. How much do 18 eggs cost at the Great Prices General Store?

3. Which store has the BEST (*mejor*) price on tuna?

4. How much does dry milk cost at Margarita's General Store?

Answers:
1. It costs 510 colones.
2. They cost 1,500 colones.
3. Harold's Cheap Store has the best price on tuna.
4. It costs 280 colones.

Salesperson: Good morning, miss. How can I help you?

Client: I'd like some eggs, please.

Salesperson: How many would you like?

Client: 18, please.

Salesperson: Okay, anything else?

Client: Yes. Do you have dry milk?

Salesperson: Yes, I do.

Client: How much does it cost?

Salesperson: It costs 360 colones.

Client: Okay. How much do I owe you?

Salesperson: 1,560 colones, please.

Client: Here you go. Thank you!

Salesperson: Good afternoon.

Client: Hello. I'm looking for soup ingredients. Do you sell potatoes?

Salesperson: Yes, I do.

Client: How much do they cost?

Salesperson: They cost 125 colones each.

Client: Okay, I'd like 6, please.

Salesperson: What else would you like?

Client: Do you have salt?

Salesperson: Of course. It costs 400 colones.

Client: Okay, that's a good deal.

Salesperson: Your total is 1,150 colones.

Client: Here you go. Thank you.

Emotions

angry: enojado
bored: aburrido
confident: confiado
confused: confundido
disgusted: repugnado
embarrassed: avergonzado
excited: emocionado
frustrated: frustrado
happy: feliz
lonely: solo
nervous: nervioso
sad: triste
scared: asustado
stressed: estresado
surprised: sorprendido
tired: cansado

New verbs

cut the grass:
 cortar el pasto
fish:
 pescar
work in the garden:
 trabajar en el jardín
hike:
 hacer una caminata
milk the cows:
 ordeñar las vacas
spend time with:
 pasar tiempo con
work on the farm:
 trabajar en la finca

EMOTIONS



I love: me encanta
I like: me gusta
I don't like: no me gusta
I hate: odio
because: porque

	subject pronouns	object pronouns
singular	I you he, she, it	me you him, her, it
plural	we you (all) they	us you them

I love singing in church because it makes **me** happy.
You like learning English because it makes **you** feel confident.
She doesn't like eating alone because it makes **her** feel lonely.
He hates riding the bus because it makes **him** stressed.
We love riding motorcycles because it makes **us** feel excited.
You all like going to the beach because it makes **you** feel relaxed.
They don't like watching movies because it makes **them** bored.

Object pronouns se usan como los pronombres directos e indirectos en español (lo, la, los, las, me, te, le, les, nos) para mostrar quien se ve afectado por una acción o sentimiento.

Por ejemplo, en esta oración,

Yo odio montar a caballo porque me hace sentir nervioso.

el pronombre "me" quiere decir que la acción de sentirse nervioso me está afectando a mí.



Do you like running?

Yes, I do.

Why?

















Because it makes me feel happy.
 Because it's healthy.

No, I don't.

Why not?

Because it makes me tired.
 Because it's boring.

Please draw a line to match the face to the emotion.

	a	disgusted
	b	tired
	c	happy
	d	nervous
	e	sad
	f	excited
	g	stressed
	h	scared
	i	lonely
	j	frustrated
	k	embarrassed
	l	bored
	m	angry
	n	confident
	o	confused
	p	surprised

Use the given words to write the complete sentence.

Examples:

she/love/ride horses/feel/happy

She loves riding horses because it makes her feel happy.

they/don't like/smoking/is/unhealthy

They don't like smoking because it is unhealthy.

1. **I/hate/milk the cows/is/boring**

2. **he/ like/drive a car/feel/excited**

3. **we/love/speak English/feel/confident**

4. **María and Carolina/don't like/swim in the river/is/dangerous**

5. **you/don't like/sit alone on the bus/feel/lonely**

Answers:
a: confused b: frustrated c: sad d: disgusted e: surprised f: tired g: excited h: confident i: embarrassed j: nervous k: bored l: happy m: scared n: angry o: stressed p: lonely
1. I hate milking the cows because it's boring.
2. He likes driving a car because it makes him feel excited.
3. We love speaking English because it makes us feel confident.
4. María and Carolina don't like swimming in the river because it's dangerous.
5. You don't like sitting alone on the bus because it makes you feel lonely.

EMOTIONS AND OBJECT PRONOUNS - PRACTICE

Write **D** next to adjectives that describe activities and **E** next to adjectives that are used as emotions.

**Adjetivos que se usan para describir actividades
(D)**

I like riding my bike because it's fun.
Ellen doesn't like smoking because it's dangerous.

**Adjetivos que se usan como emociones
(E)**

You love swimming because it makes you happy.
We hate cooking because it makes us feel bored.

tired	uncomfortable	excited	cheap
healthy	disgusted	stressful	nervous
exciting	boring	cool	delicious
angry	scary	frustrated	sad
fast	embarrassed	happy	lonely
bored	dangerous	stressed	scared
expensive	comfortable	slow	crazy
fun	surprised	unhealthy	disgusting
confident	confused	relaxing	annoying

Write the sentences in Spanish.

1. You don't like playing soccer because it makes you feel bored.

A usted no le gusta jugar fútbol porque le hace sentir aburrido.

2. The students love studying English because it's fun.

3. I love traveling by bus because it's cheap.

4. We hate playing tennis because it makes us feel confused.

5. Elizabeth likes spending time with her family because it makes her feel happy.

6. You all like going to Cahuita because it's relaxing.



Answers
2. A los estudiantes les gusta estudiar inglés porque es divertido.
3. A mí me encanta viajar en bus porque es barato.
4. Nosotros odiamos jugar tenis porque nos hace sentir confundido.
5. A Elizabeth le gusta pasar tiempo con su familia porque le hace sentir feliz.
6. A ustedes les gusta ir a Cahuita porque es relajante.

Rewrite the sentences correctly.

1. singing loves confident it She makes her because feel .

She loves singing because it makes her feel confident.

2. pork hate because eating We makes us disgusted it feel .

3. Erica it's gardening because like boring doesn't .

4. makes flying in a Steven because plane hates it him nervous .

5. exciting I because snorkeling it's love .

6. studying doesn't Spanish He feel it makes confused because him like .

Put the correct object pronoun in the space.

me - you - him - her - it - us - you - them

7. I don't like watching the news because it makes _____ angry.

8. You all don't like speaking French because it makes _____ feel embarrassed.

9. Jack loves visiting his grandparents because it makes _____ excited.

10. Erica doesn't like standing in line at the bank because it makes _____ feel frustrated.

11. Beth and I don't like saying goodbye because it makes _____ feel sad.

12. You don't like watching that movie because it makes _____ scared.

13. Helen and Phil don't like going to the doctor's office because it makes _____ feel stressed.



7. me
8. you
9. him
10. her
11. us
12. you
13. them

2. We hate eating pork because it makes us feel disgusted.
3. Erica doesn't like gardening because it's boring.
4. Steven hates flying in a plane because it makes him nervous.
5. I love snorkeling because it's exciting.
6. He doesn't like studying Spanish because it makes him feel confused.

Answers:



WEATHER

What's the weather like today?
What's the weather like in Costa Rica?
How's the weather in the United States?

clear: *despejado*
cloudy: *nublado*
cool: *fresco*
cold: *frío*
dry: *seco*
hot: *caliente*
humid: *húmedo*
partly cloudy: *parcialmente nublado*
rainy: *lluvioso*
snowy: *nevado*
sunny: *soleado*
warm: *tibio*
windy: *ventoso*

It's usually clear in Guanacaste.
It's normally cloudy in Río Frío.
It's seldom cool in Limón.
It's never cold in Costa Rica.
It's frequently dry in Nicoya.
It's almost always hot in Puntarenas.
It's always humid in Finca 6.
It's often partly cloudy in Heredia.
It's always rainy in Sarapiquí.
It's usually snowy in Alaska.
It's sometimes sunny in San José.
It's often warm in Cartago.
It's normally windy on Chirripó.

hurricane: *huracán*
rainbow: *arco iris*
thunderstorm: *tormenta eléctrica*
tornado: *tornado*

There is a hurricane in the United States.
There are often rainbows in Sarapiquí.
There are many thunderstorms in La Rambla.
There are never tornadoes in Sarapiquí.

blow: *soplar*
rain: *llover*
shine: *brillar*
snow: *nevar*

The wind is blowing now.
It's raining in Sarapiquí today.
The sun is shining! It's a beautiful day.
It's snowing in Alaska today.

cloud: *nube*
lightning: *relámpago*
sky: *cielo*
sun: *sol*
thunder: *trueno*

There are many clouds in the sky.
There is a lot of lightning!
The sun is in the sky.
The sun is shining and it's very hot.
The thunder is very loud tonight.

How's it going? *¿Cómo le va?*

It's going well, thanks.
Pretty well, thanks.

Fine, thanks.
Oh, alright.

The simple future tense

Today it will be sunny.
 Tomorrow it will be rainy.
 On Monday it will be cloudy.
 This week it will be hot and humid.
 Next week there will be thunderstorms.
 This weekend there will be a hurricane.
 The forecast says it will be cold tonight.

Hoy estará soleado.
Mañana estará lluvioso.
El lunes estará nublado.
Esta semana estará caliente y húmedo.
La otra semana habrá tormentas eléctricas.
Este fin de semana habrá un huracán.
El pronóstico dice que estará frío esta noche.

Write a sentence about each picture.

Examples: *Tomorrow it will be snowy.*
Today it's hot.
It's usually sunny in Sarapiquí.
It often rains in Costa Rica.

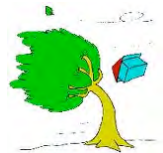




















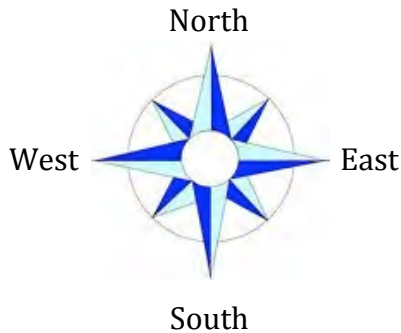






Nature and geography

beach: *playa*
cave: *cueva*
coast: *costa*
desert: *desierto*
dirt: *tierra*
Earth: *Tierra*
flower: *flor*
forest: *bosque*
grassland: *sabana*
hill: *cerro*
hot springs: *aguas termales*
jungle: *selva*
lake: *lago*
mountain: *montaña*
rainforest: *bosque lluvioso*
river: *río*
rock: *piedra*
soil: *tierra*
stream: *quebrada*
swamp: *suampo*
tree: *árbol*
volcano: *volcán*
waterfall: *cascada*



I love the mountains

I love the mountains
 I love the rolling hills
 I love the flowers
 I love the daffodils
 I love the fireside
 When all the lights are low
 Boom dee ya da
 Boom dee ya da
 Boom dee ya da
 Boom boom boom

a few: *unos pocos*
a lot of: *muchos*
another: *otro*
around: *alrededor de*
big: *grande*
border: *frontera*
called: *llamado*
close to: *cerca de*
corner: *rincón / esquina*
far from: *lejos de*
large: *grande*
long: *largo*
many: *muchos*
near: *cerca de*
several: *varios*
small: *pequeño*
tiny: *pequeñísimo*
through: *por*

Costa Rica has **many** rainforests.
*Costa Rica tiene **muchos** bosques lluviosos.*

Limón is **close to** the ocean.
*Limón está **cerca** del océano.*

There are **a few** tall mountains in Costa Rica.
*Hay **unas pocas** montañas altas en Costa Rica.*

San José is **far from** the beach.
*San José está **lejos de** la playa.*

There are some hot springs in San Carlos.
*Hay **unos** aguas termales en San Carlos.*

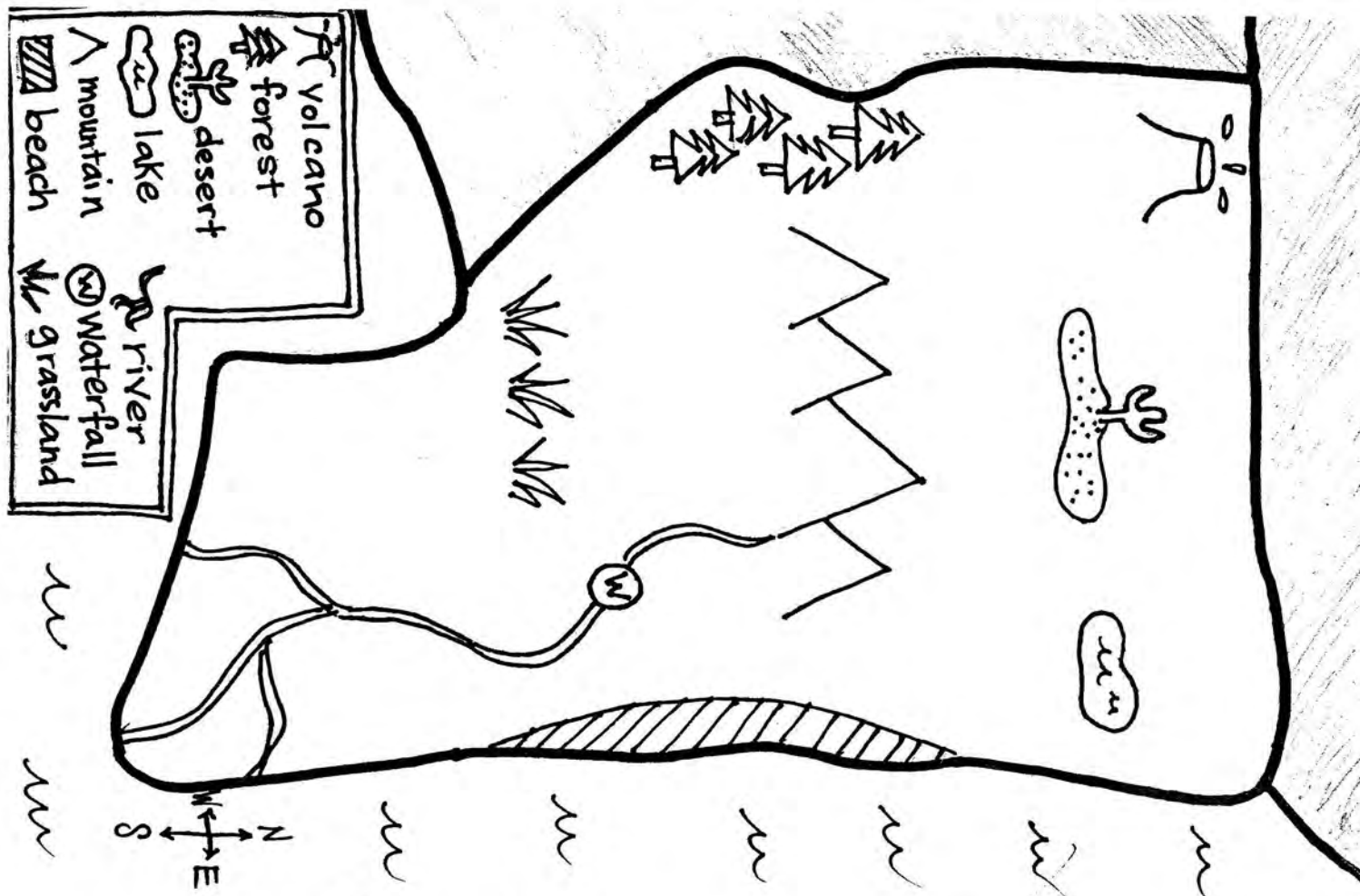
There aren't any deserts in Costa Rica.
***No hay ningún** desierto en Costa Rica.*

There are several volcanoes in this country.
*Hay **varios** volcanes en este país.*

There are no glaciers in this country.
***No hay** glaciares en este país.*

Chirripó is a **large** mountain.
*Chirripó is una montaña **grande**.*

Sarapiquí has **a lot of** rivers.
*Sarapiquí tiene **muchos** ríos.*



Answer the questions by looking at the map.

1. Where is the volcano located?

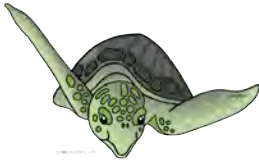
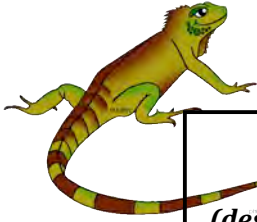
2. What is southeast of the mountains?

3. Where is the desert?

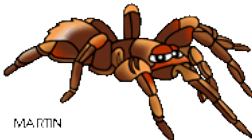
4. What is located in the northeast corner of the country?

Answers:
 1. The volcano is located in the northwest part of the country. / It is in the northwest part of the country. / It is in the northwest part of the country.
 2. There is a lake in the northeast corner of the country.
 3. The desert is north of the mountains. / The desert is southeast of the mountains. / There is a waterfall southeast of the mountains.
 4. There is a lake in the northeast corner of the country.

Costa Rican wildlife



MARTIN



MARTIN



MARTIN

Adjectives Adjetivos (describen a las cosas)

aggressive: agresivo
annoying: molesto
beautiful: bello, hermoso
big: grande
bright: brillante
colorful: colorido
dark: oscuro
dead: muerto
furry: peludo
good: bueno
hard: duro
hot: caliente
large: grande
long: largo
peaceful: pacífico
poisonous: tóxico
powerful: poderoso
quiet: callado, silencioso
rough: áspero
scaly: escamoso
sharp: afilado
slimy: baboso
small: pequeño
smooth: liso
slow: lento
soft: suave
sticky: pegajoso
strange: extraño
strong: fuerte
thin: delgado
tiny: pequeñísimo
venomous: venenoso

Costa Rican animals Animales de Costa Rica

amphibian: anfibio
ant: hormiga
bat: murciélago
bee: abeja
beetle: escarabajo
butterfly: mariposa
crocodile: cocodrilo
dolphin: delfín
fish: pez
frog: rana
hummingbird: colibrí
insecto: insecto
jaguar: jaguar
lizard: lagartija
macaw: lapa
mammal: mamífero
monkey: mono
mosquito: zancudo
moth: mariposa nocturna
mouse: ratón
rabbit: conejo
raccoon: mapache
rat: rata
reptile: reptil
shark: tiburón
sloth: perezoso
snake: serpiente, culebra
spider: araña
toucan: tucán
turtle: tortuga
vulture: zopilote
whale: ballena

Verbs Verbos (acciones)

attack: atacar
bite: morder, picar
build: construir
carry: llevar
climb: trepar, escalar
crawl: gatear
croak: cantar (rana)
dig: escavar
drink: beber, tomar
eat: comer
fight: pelear, luchar
fly: volar
hang: colgar
hide: esconderse
hop: saltar
howl: aullar
lay: poner (huevos)
hunt: cazar
live: vivir
make: hacer, crear
slither: serpentear
sting: picar
swim: nadar
swing: columpiarse
trap: atrapar
work: trabajar



Other nouns Otros sustantivos (personas, animales, objetos)

antenna/antennae:
antena(s)
baby: bebé
beak: pico
body: cuerpo

branch: rama
claw: garra
ear: oreja
egg: huevo
eye: ojo
feather: pluma
fin: aleta
foot: pie, pata

fur: pelaje, piel
gill:
branquia
ground:
suelo
head:
cabeza
hole: hueco

mouth: boca
neck: cuello
nest: nido
nose: nariz
paw: pata
scales: escamas
shell: concha, caparazón

skin: piel
tail: cola
tooth/teeth:
diente(s)
tree: árbol
trunk: tronco
web: telaraña
whisker: bigote
wing: ala

What do monkeys look like?

They are furry mammals that have two arms, two legs and a long tail.

What do monkeys eat?

They eat leaves, fruits and insects.

Where do monkeys live?

They live on tree branches in the rainforest.

How do monkeys move?

Monkeys jump from tree to tree and swing on the branches by their tails.

Hummingbirds are tiny, colorful birds that fly very fast.

Birds build strong nests on tree branches.

Turtles lay many soft, white eggs.

Vultures do not hunt. They eat dead animals.

Some insects are dangerous. Ants bite and bees sting.

Monkeys carry their babies on their backs and swing on tree branches.

Crocodiles have powerful jaws to attack other animals.

Spiders trap insects in sticky webs.

Some monkeys howl because they are aggressive and want to fight.

Sloths are slow, peaceful animals that hang on tree branches.

Snakes have long, thin bodies and slither on the ground.

Moths usually have dark colors on their wings.

Hummingbirds lay eggs that are hard and light.

Toucans have strange, large, colorful beaks.

Some frogs are poisonous. They usually have bright colors.

Pumas have sharp teeth and are very furry.

Fish are scaly and slimy.

Snakes have smooth skin and are often venomous.

Lizards have rough skin and they crawl around in the hot sun.

Some animals dig holes for their houses.

Jaguars are big, dangerous animals that climb trees to hide.

Frogs are not always quiet animals; they croak a lot.

Frogs hop from leaf to leaf and swim in the water.



Let's practice! Please answer the questions using complete sentences.

1. Where do crocodiles live?

2. What do butterflies look like?

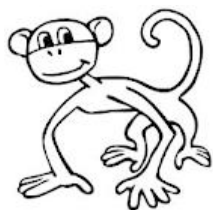
3. How do turtles move?

4. What do bats eat?

5. What do vultures look like?



1. Crocodiles usually live in rivers and swamps.
2. Butterflies are small insects with bright, colorful wings. They have six legs and 2 antennae.
3. Turtles swim in the water and walk on the ground.
4. Bats eat fruit and insects.
5. Vultures are big, ugly birds with large wings and a bald head.



Using comparatives

Cuando queremos comparar dos cosas que son similares, solo tenemos que agregar la palabra "as" (tan y como) antes y después del adjetivo. El adjetivo no cambia.

Example: I am as intelligent as the teacher.

Pero cuando queremos comparar dos cosas que son diferentes, tenemos que utilizar la forma comparativa de los adjetivos.

Los adjetivos se dividen en 5 grupos:

1. Los que tienen **1 sílaba** y terminan en **consonante, vocal, consonante**
2. Los que tienen **1 sílaba** y NO terminan en consonante, vocal, consonante (**los demás**)
3. Los que tienen **2 sílabas** y terminan en -y
4. Los que tienen **2 sílabas** y NO terminan en -y (**los demás**)

1 syllable ending in -cvc	1 syllable (regular)	2 syllables ending in -y	2 syllables (regular)	3+ syllables
big	dark	scaly	peaceful	aggressive
hot	strange	tiny		annoying
thin	bright	furry		colorful
	soft	slimy		powerful
	hard	scary		venomous
	strong	sticky		poisonous
	large			beautiful
	small			
	sharp			
	long			
	fast			
	smooth			
	slow*			
	quiet*			

* irregular

Para hacer la forma comparativa, hay que repetir la última letra y agregar "-er than."

Example:
Snakes have thinner bodies than monkeys.

Para hacer la forma comparativa, solo hay que agregar "-er than." Si la palabra termina en "e," solo agregue "-r than."

Example: Sloths are slower than turtles.

Para hacer la forma comparativa, quite la "y" y agregue "-ier than."

Example: Bees are tinier than butterflies.

Para hacer la forma comparativa, agregue "more" o "less" antes del adjetivo y "than" después. El adjetivo no cambia.

Example:
Butterflies are more peaceful than jaguars.

Para hacer la forma comparativa, agregue "more" o "less" antes del adjetivo y "than" después. El adjetivo no cambia.

Example: Macaws have less colorful beaks than toucans.

Hay algunos adjetivos que son excepciones (son irregulares). Ellos tienen otras formas comparativas.

Adjective	Comparative form	Example
good (<i>bueno</i>)	better (<i>mejor</i>)	Ice cream is better than cake.
bad (<i>malo</i>)	worse (<i>peor</i>)	Snakes are worse than spiders.
little (<i>poco</i>)	less (<i>menos</i>)	I have less money than you.
many (<i>muchos</i>)	more (<i>más</i>)	You have more money than me.
far (<i>lejos</i>)	farther (<i>más lejos</i>)	San José is farther than Guápiles.

Let's practice!

Write a sentence comparing the two animals with the adjective given.

Example: crocodiles/turtles/big

*Crocodiles are bigger than turtles.*_____

1. monkeys/sloths/slow

2. toucans/hummingbirds/large beaks

3. reptiles/fish/scaly

4. butterflies/moths/colorful wings

5. Jaguars/rats/thin tails

6. mice/rabbits/quiet

7. crocodiles/dolphins/peaceful

Possible answers:
 1. Sloths are slower than monkeys.
 2. Toucans have larger beaks than hummingbirds.
 3. Reptiles are as scaly as fish.
 4. Butterflies have more colorful wings than moths. / Moths have less colorful wings than butterflies.
 5. Rats have thinner tails than jaguars.
 6. Mice are as quiet as rabbits.
 7. Dolphins are more peaceful than crocodiles. / Crocodiles are less peaceful than dolphins.

SUPERLATIVES and Comparatives

	1 syllable ending in -cvc	1 syllable (regular)	2 syllables ending in -y	2 syllables (regular)	3+ syllables
	fat	tall	lazy	handsome	intelligent
Comparatives (Comparing 2 things)	Juan is fatter than Enrique.	Erica is taller than me.	My brother is lazier than me.	Carlos is more handsome than Sam, but Eric is less handsome than Tom.	Ana is more intelligent than Guadalupe and less intelligent than Lisa.
Superlatives (Comparing 3 or more things)	Pablo is the fattest student in the class.	Elena is the tallest girl in the school.	José is the laziest boy in the family.	Felipe is the most handsome man in the room, but Ronnie is the least handsome.	Carmen is the most intelligent student. Jennifer is the least intelligent.

Irregular forms		
Adjective	Comparative form	Superlative form
good (<i>bueno</i>)	better (<i>mejor</i>)	the best (<i>el mejor</i>)
bad (<i>malo</i>)	worse (<i>peor</i>)	the worst (<i>el peor</i>)
little (<i>poco</i>)	less (<i>menos</i>)	the least (<i>el menos</i>)
many (<i>muchos</i>)	more (<i>más</i>)	the most (<i>el más</i>)
far (<i>lejos</i>)	farther (<i>más lejos</i>)	the farthest (<i>el más lejos</i>)

Hummingbirds are the smallest birds. (*Los colibríes son los pájaros más pequeños.*)

Whales are the heaviest mammals. (*Las ballenas son los mamíferos más pesados.*)

Sloths are the slowest animals. (*Los perezosos son los animales más lentos.*)

Crocodiles are the largest reptiles. (*Los crocodilos son los reptiles más grandes.*)

Black mambas are the most dangerous snakes. (*Las mambas negras son las culebras más peligrosas.*)

Mt. Everest is the tallest mountain in the world. (*Everest es la montaña más alta del mundo.*)

The Atacama is the driest desert in the world. (*El Atacama es el desierto más seco en el mundo.*)

Write a sentence comparing the three things using the superlative form of the adjective.

Example: pumas, spiders, rabbits **(big)**

Pumas are the biggest.

1. vultures, toucans, hummingbirds **(tiny)**

2. whales, monkeys, sloths **(slow)**

3. insects, snakes, lizards **(dangerous)**

4. fish, monkeys, insects **(good swimmers)**

5. butterflies, moths, beetles **(colorful wings)**

Fill in the comparative and superlative form for each adjective.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
funny (<i>cómico</i>)	<i>funnier than</i>	<i>the funniest</i>
active (<i>activo</i>)		
good (<i>bueno</i>)		
hot (<i>caliente</i>)		
safe (<i>seguro</i>)		
exciting (<i>emocionante</i>)		
scary (<i>espantoso</i>)		

Answers:
 1. Hummingbirds are the tiniest.
 2. Sloths are the slowest
 3. Snakes are the most dangerous.
 4. Fish are the best swimmers.
 5. Butterflies have the most colorful wings.
 active: more/less active than, the most/least active
 good: better than, the best
 hot: hotter than, the hottest
 safe: safer than, the safest
 exciting: more/less exciting than, the most/least exciting
 scary: scarier than, the scariest

COUNTRIES AND NATIONALITIES

	Country	Adjective	Person
E	Australia	Australian	an Australian
H	Belize	Belizian	a Belizian
	Canada	Canadian	a Canadian
	China	Chinese	
	Costa Rica		
	El Salvador	Salvadorian	a Salvadorian
	England	English	an Englishman or English woman
	Guatemala		a Guatemalan
	Honduras	Honduran	
	Ireland	Irish	an Irishman or Irishwoman
	Jamaica	Jamaican	
	Mexico	Mexican	a Mexican
	New Zealand	New Zealand	a New Zealander
	Nicaragua		a Nicaraguan
	Panama	Panamanian	a Panamanian
	Scotland	Scottish	a Scot
	South Africa	South African	
	Spain	Spanish	a Spaniard
	The United States of America (U.S.A.)	American	a US citizen

She is from The United States.
 She is American.
 Her nationality is American.
 She is an American.
 She listens to American music.
 She speaks English.

He comes from Costa Rica.
 He is Costa Rican.
 His nationality is Costa Rican.
 He is a Costa Rican.
 He drinks Costa Rican coffee.
 He speaks Spanish.



Useful phrases:

How do you spell "Belize"?
 How do you spell that?

It's spelled B-e-l-i-z-e.
 I don't know.



The simple future tense

	BE GOING TO	WILL
Question	be + subject + going to + verb? What are you going to do tomorrow?	will + subject + verb? When will you go to the river?
Positive statement	subject + be + going to + verb I am going to swim in the river tomorrow.	subject + will + verb I will go to the river tomorrow afternoon.
Negative statement	subject + be + not going to + verb I am not going to watch TV tomorrow.	subject + will not + verb I will not go to the river in the morning.

PREDICTION	PRIOR PLAN	WILLINGNESS
<p>Para hacer predicciones para el futuro o hablar de algo que se cree que será cierto en el futuro, se puede usar will o be going to.</p> <p><i>It will be cloudy tomorrow.</i></p> <p><i>It is going to be cloudy tomorrow.</i></p>	<p>Para hablar de un plan que fue hecho antes del momento de hablar, sólo se usa be going to.</p> <p><i>I am going to visit my grandparents tomorrow.</i></p>	<p>Para expresar la buena voluntad y para hablar de decisiones que se toman en el momento de hablar, se usa will.</p> <p><i>-The phone is ringing!</i> <i>-I'll answer it!</i></p> <p>Will not o won't se usa cuando algo o alguien se rehúsa a hacer algo.</p> <p><i>The car won't start. I think the battery is dead.</i></p>

Expanded form	Contracted form
I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
you all will	you'll
they will	they'll

Expanded form	Contracted form
I will not	I won't
you will not	you won't
he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
you all will not	you won't
they will not	they won't

Expanded form	Contracted form
I am	I'm
you are	you're
he is	he's
she is	she's
it is	it's
we are	we're
you all are	you're
they are	they're

Expanded form	Contracted form
I am not	I'm not
you are not	you aren't
he is not	he isn't
she is not	she isn't
it is not	it isn't
we are not	we aren't
you all are not	you aren't
they are not	they aren't

Time clauses	Las cláusulas de tiempo
<p>When I see my mother, I will give her a big hug. Cuando vea a mi madre, le daré un gran abrazo.</p> <p>Marlene is going to learn to swim before she goes to the beach. Marlene va a aprender a nadar antes de que vaya a la playa.</p> <p>After he studies for his English test, he is going to watch TV. Después de que estudie para su examen de ingles, él va a ver tele.</p> <p>We will eat dinner as soon as I cook the pasta. Cenaremos tan pronto como yo cocine la pasta.</p> <p>They are going to wait here until Fernando arrives. Ellos van a esperar aquí hasta que llegue Fernando.</p> <p>While I wait for the bus, I will read my book. Mientras espere el bus, leeré mi libro.</p>	<p>1. Se usan para indicar cuando se hace una acción.</p> <p>2. Se pueden usar al principio o al final de una oración.</p> <p>3. Si la cláusula de tiempo está al principio de la oración, una coma la sigue directamente.</p> <p>4. El verbo de la cláusula de tiempo siempre está en presente.</p>

1. She is going to study for her French test while she waits.
2. We will eat as soon as you set the table.
3. When I get to San José, I am going to go to the mall.
4. When it ends, they're going to look for jobs.
5. He is going to leave his house at around 8:00 in the morning.
6. They will probably go to Gustavo's house and play video games after they eat dinner.
7. They are going to go to Jacó as soon as they wake up on Sunday morning.

Unscramble the answers to the questions below and write them on the appropriate line.

1. What is Alexia going to do while she waits for her mother?

2. When will we eat breakfast?

3. What are you going to do when you get to San José?

4. What are they going to do when English class ends?

Gustavo's weekend plans

This weekend, Gustavo is going to visit his cousin Martin in Quepos. On Saturday morning, he will wake up early and eat breakfast with his mom. He is going to leave his house at around 8:00 in the morning and drive to Quepos. When he arrives in Quepos, Gustavo and Martin are going to go to the beach. They will take Martin's soccer ball and they will play soccer on the beach with some friends. On Saturday evening, Gustavo and Martin are going to eat dinner at their favorite Italian restaurant. When they finish dinner, they will probably go to Gustavo's house and play video games. On Sunday morning, the cousins will go to Jacó beach as soon as they wake up. They are going to surf all morning. When they are finished surfing, they will say goodbye and Gustavo will drive home.

Answer the following questions about Gustavo's weekend plans.

5. When is Gustavo going to leave his house on Saturday?

6. What will Gustavo and Martin do after they eat dinner on Saturday?

7. When are the cousins going to go to Jacó?
